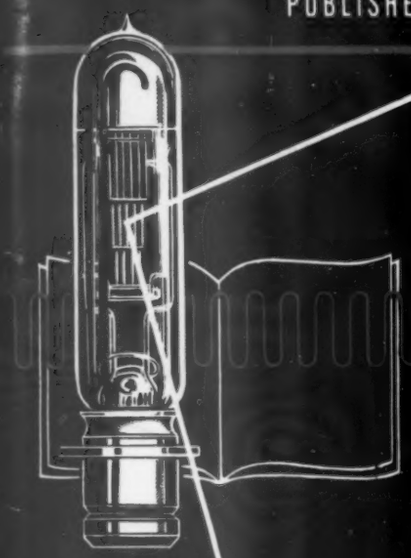
AUDIO-VISUAL Instruction

APRIL 1957
VOLUME 2, ISSUE 4

PUBLISHED BY THE DEPARTMENT OF **AUDIO VISUAL** INSTRUCTION, NEA



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AUDIO-VISUAL Instruction

. . . formerly INSTRUCTIONAL MATERIALS

"... to help improve instruction through the more effective use of materials"

Published by the Department of Audio-Visual Instruction, NEA

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AUDIO-VISUAL INSTRUCTION is published monthly except July, August, and September, by the Department of Audio-Visual Instruction of the National Education Association of the United States, 1201 16th Street, NW, Washington 6, D. C. **AUDIO-VISUAL INSTRUCTION** goes to all members of the Department; membership dues including **AUDIO-VISUAL INSTRUCTION** $5.00; including AUDIO-VISUAL COMMUNICATION REVIEW in addition to **AUDIO-VISUAL INSTRUCTION** $8.00. Single copies of **AUDIO-VISUAL INSTRUCTION** 50 cents, annual subscription $4.00.

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THE *Editor's Notebook*

British Contributor

The discipline of providing films that children themselves consider worthwhile entertainment has enabled the British film industry to produce the finest children's entertainment films in the world, writes Mary Field, executive officer of the Children's Film Foundation in London, and our first British contributor.

Her article next month reveals what the British film industry has learned about children's responses through observation of audiences. An absorbing account, it provides valuable insights for makers of children's films, whether for educational or entertainment purposes. Indeed, Miss Field has something to say about the overlapping of the two.

Watch May also for late reports on the convention, a choice speech, an article on General Electric's science show, and something on language laboratories.

New AV Column

AUDIO-VISUAL INSTRUCTION is happy to welcome a new column on AV materials which begins this month in *Exceptional Children,* the journal of the International Council for Exceptional Children.

"Current Audio-Visual Materials on the Exceptional" will be written by Jerome H. Rothstein, associate professor of education at San Francisco State College and co-author of ICEC's *Films on the Handicapped,* an annotated directory.

This announcement will be of especial interest to DAVI readers who have been giving some thought to audio-visual possibilities in this area. One of the questions uppermost in education today is whether or not adequate provisions are made for the gifted and the handicapped child. As schools increasingly endeavor to create specialized programs for these children, audio-visual specialists will have an opportunity to assist in their development.

We welcome this column on AV materials as a recognition of our interest in the field of special education—a field to which this magazine hopes to give some coverage in months to come.

Japanese Film

Just before going to press we have word that *Children in Class,* a Japanese film is available for loan from the Japanese Embassy as a result of one of the DAVI tours during the convention. The hour-long film was shown in part on a program which included an attractive display of AV materials as well as native arts and crafts flown in especially from Japan.

Yozaemon Kamada, information officer at the Embassy, reports that excellent cooperation from Tokyo on this occasion has encouraged him to arrange other similar ones. DAVI can feel proud of its part in this cultural exchange which was prolonged when Gertrude Broderick, chairman of the Hospitality Committee, forwarded publications from both DAVI and the U. S. Office of Education to Mr. Kamada at his request.

Acknowledging the receipt of these materials, Mr. Kamada wrote Mrs. Broderick that since the film "appeared to interest so many people professionally concerned with teaching and with audio-visual methods we asked the Ministry of Education to permit us to have it. Our request was promptly granted."

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—Columbus Film Festival
—Stamford Film Festival

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1 reel, elementary-jr. high film

award film—Columbus Film Festival

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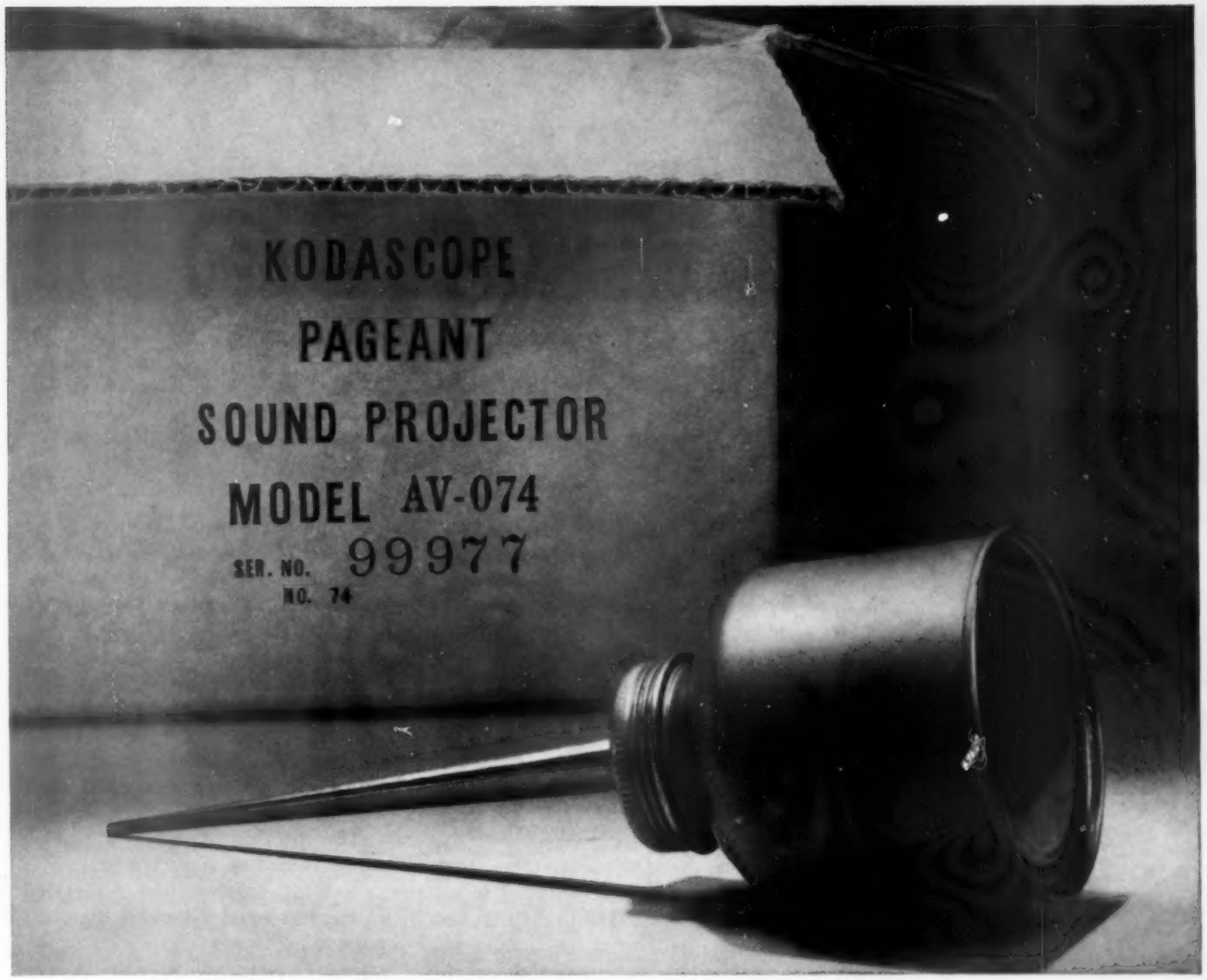

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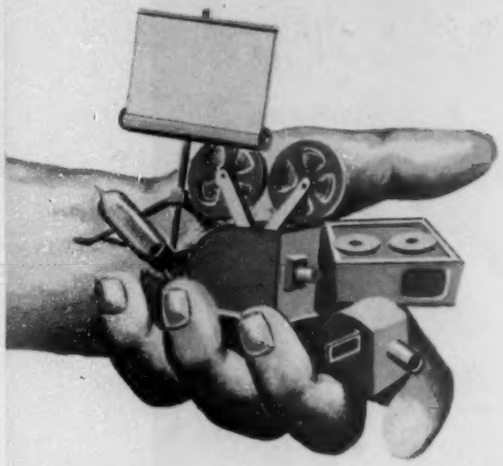


THE AV COORDINATOR OF

IN GROSSE POINTE
a pattern of self help

By WANDA DANIEL

The helping hand of the AV building coordinator is increasingly an important characteristic of the more progressive and efficient school systems. The teacher needs help (1) to locate and select materials for instruction from the wide range available, (2) to handle the somewhat routine and mechanical details of getting the materials and requisite equipment into the classroom at the right time, and (3) to practice and learn by observation the best ways of using and applying these newer communication media to educational problems. There follows a series of reports of how the AV building coordinator functions in several different school systems. In some ways they repeat each other, in other ways they look at the problem quite differently. They are important statements because they reflect the views of administrators in widely differing parts of the country on the best ways of helping teachers with these problems.—THE EDITOR

THE PROGRAM for audio-visual coordinators did not come suddenly and unannounced to the public schools of Grosse Pointe, Michigan. Like most worthwhile efforts it was the work of numerous interested persons over a long period of time.

From the beginning there were teachers who felt a real need to use audio-visual materials in their classes, and who pioneered in little ways. Their neighbors up and down the halls noticed what was going on, and liking it, adopted audio-visual materials and techniques for their own teaching. Soon, the word got around and one school began comparing its program with that of another. In the process a needling curiosity set in: exactly what was going on throughout the system?

To avoid isolated effort, an audio-visual committee was formed with one classroom teacher from each building as members. Meetings were held on the teacher's time—after school, in the evenings, on Saturdays. Their first task was to evaluate educational films and recommend purchases, and the result was a film library.

As enrollments continued to rise, the work of the committee members began to increase. The audio-visual coordinators (for that is what these dedicated committee members were) realized that it was difficult to maintain an after-school schedule and at the same time do justice to a vibrant schoolday program. Encouraged by Superintendent James W. Bushong, they asked the job review committee to reconsider their status and make an evaluation.

The coordinators wrote a job description and made such a persuasive case for themselves that the review committee acted favorably on their request for recognition and remuneration. Thus the position of coordinator came of age in Grosse Pointe. The official job description gives some idea of the scope of the coordinator's tasks and the many skills necessary to accomplish them.

Besides the normal duties of classroom teaching, 12 major responsibilities are listed which fall roughly into categories of consultation and training, equipment maintenance, scheduling, budgeting, liaison, and evaluation. (See job description on page 102.)

The coordinator, it will be noted, has heavy duties toward the classroom teacher, training her in the use of AV materials, counseling her on selection, and always working with her to improve utilization and production. The coordinator must also keep the teacher informed on available materials and promote her participation in previewing them for purchase.

He works closely with other staff

...R ON THE RISE

members too—the principal, the curriculum assistant—and operates as liaison between the school and the board of education, PTA, and other groups.

He organizes scheduling of AV materials for his building, keeps them moving, and maintains smooth relations between school and instructional materials center. He works with the central audio-visual committee on budgeting, selection of materials, and evaluation of the AV program. Finally, but not the least of his responsibilities, he attends conferences — local, state, and national.

Each AV coordinator is an outstanding classroom teacher in his own right. He teaches a full schedule at the elementary level, and at the secondary, has two free periods for coordinator work. Otherwise he puts in extra time before or after school. For this he is paid $200 above his yearly salary. The entire AV program is being re-examined however, and findings will be reported to the superintendent.

To be appointed coordinator, the teacher must have at least one year of experience as member of the Grosse Pointe public school staff, including one year of in-service training within a single school building, and attendance at AV coordinator meetings.

He must have at least four hours credit in audio-visual education at an approved university. (Membership on the Grosse Pointe audio-visual coordinator committee for any year between 1950-53 may be accepted by the superintendent in lieu of two hours credit.)

The candidate must demonstrate to the principal's satisfaction his ability to operate, make minor repairs on,

Top—the coordinator has heavy duties toward the classroom teacher, counseling her on selection, utilization, and production.

Student projectionist clubs are becoming important part of AV activities. Above, trainee learns to manipulate sound control.

The coordinator first of all is a good teacher and user of AV equipment. At left he watches as student records own voice.

and show others how to operate the equipment in his building — motion picture and opaque projectors, filmstrip machine, recorders, record players, and radios. Upon request of a building principal, the superintendent may approve for one year the nomination of any teacher who is deficient in one of the above qualifications.

The AV coordinators operate under the direction of the instructional materials center in the department of instruction. Recently they requested school officials to sponsor a special action research course in audio-visual education. J. J. McPherson of Wayne State University was selected as instructor, with all expenses borne by the Grosse Pointe public school system.

The course was limited to coordinators, administrators, deans, department heads, first assistant teachers (known also as head teachers) and other teachers with at least four hours of previous AV credit. All 13 coordinators and 17 other staff members enrolled.

Early in the AV program it became apparent that two handbooks were needed, one for classroom teachers, the other for the coordinators. The first will supplement the work of the coordinators by explaining the kinds and uses of materials and equipment. The second will define coordinator responsibilities, clarify their functions and indicate meaningful approaches to the staff.

An editorial committee of eight members under the direction of Dr. McPherson are preparing these books on school time.

The pattern in Grosse Pointe has been one of teacher interest—teachers working out their own organizational forms with the cooperation of principals and other administrators. Their professional status recognized, they have improved their services.

This promising start augurs well for a continued AV program in Grosse Pointe. Already the effect is being felt throughout the systems. More and more, instructional materials are being utilized and better teaching practices followed. As Superintendent Bushong remarked: "The program is moving. We can't do everything at once but AV is looking up. The coordinators are certainly on the rise."

Coordinator Job Description—Grosse Pointe

Major Duties and Responsibilities

All duties and responsibilities of a classroom teacher plus:

1 Counsel teachers in the wise selection of audio-visual materials.

2 Work with teachers to improve utilization and production of audio-visual materials in the instructional program.

3 Compile teacher's monthly orders for audio-visual materials and forward them to the instructional materials center.

4 Train teachers in the use of audio-visual materials.

5 Organize the scheduling and use of AV materials in the building.

6 Be responsible for the care and maintenance of AV equipment.

7 Serve on the central audio-visual committee:

- Attend monthly meetings with the curriculum assistant in charge of the instructional materials center.
- Help make decisions for the expenditure of the yearly budget for new materials.
- Help select materials that will be purchased.
- Evaluate the functioning of the AV program in the instructional program of the entire school system.

8 Maintain an effective liaison between the school and the instructional materials center for the efficient operation of the AV program:

- Inform teachers of available materials.
- Promote participation by teachers in previewing materials for purchase.
- Prepare materials daily for pick-up and return to the center.
- Notify teachers when AV materials arrive.

9 Work closely with and advise the principal on all phases of the AV program.

10 Demonstrate and interpret AV materials and equipment to the board of education, PTAs and others.

11 Be on call on an emergency basis to assist teachers with equipment.

12 Participate in local, state, and national audio-visual programs and conferences.

Minor Duties and Responsibilities

Set up and operate equipment for meetings.

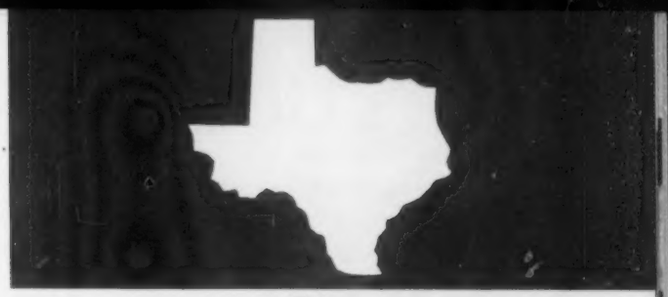
Meet with audio-visual central committee to evaluate films for outside organizations such as Educational Film Library Association evaluations.

Prepare suggested procedures for use with specific films.

The principal is key figure in school administration with whom coordinator works closely, talking over AV needs and advising on all phases of program. Good relations are important.

By Nat Williams

TEXAS VIEWPOINT



the importance of being a coordinator

THE BUILDING COORDINATOR is a key person in today's audio-visual program. He is first a master teacher in whom his fellows may well place their confidence because of the results he gets from his own teaching methods and techniques.

He is a student of human relations who commands the respect of his associates by precept, example, and finesse rather than fanfare. Interested in new media of mass communication and trained in the selection and evaluation of materials, he has a sincere desire to share information and techniques with colleagues through individual conferences or group in-service programs.

He is "on the spot" to serve as liaison between the system director and the teachers. Selected by the principal as his special representative, he assists teachers in availing themselves of the latest instructional materials and equipment. He is rendering a specialized service for which he must be relieved of some of his regular teaching and extra-curricular responsibilities.

The audio-visual building coordinator is not a "gadgeteer" since he recognizes his limitations, makes only simple mechanical adjustments and replacements, leaving major repairs to the technician.

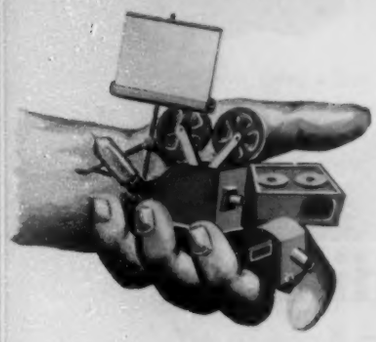
Having a broad view of instructional materials he does not confine his efforts to a few choice areas such as work with films, filmstrips, or slides. Differences in teaching techniques among teachers as well as among students are recognized. Thus he encourages each teacher to develop techniques in her own way, making suggestions and observations without assuming the attitude that "this is the only way."

A detailed job description for the coordinator has been given by Mrs. Daniel on page 102. Duties do however vary from school to school and sometimes in addition to the basic tasks of consulting, scheduling, and checking maintenance, the coordinator is asked to sponsor and encourage projectionist clubs, keep records on usage of items upon which budgetary recommendations are made, or to classify, catalog, and distribute materials permanently assigned to his building.

The audio-visual building coordinator is a co-worker with other teachers who is doing an essential job without extra compensation. Often the job is done "above and beyond the call of duty" with no extra time set aside for it. However, he is repaid many times over when he realizes that his service is appreciated by his fellow teachers because, through his efforts, the learning experiences of boys and girls are being made richer and more meaningful.

The building coordinator sponsors and encourages projectionist clubs as extra-curricular activity. Here he looks on as members study operation and maintenance of 16mm projector.

The coordinator has a sincere desire to share information with fellow teachers; at the same time he encourages each to develop techniques individually, knowing there is "no one way."



In Denver, writes Superintendent Oberholtzer, coordinators are "co-ordinators of instruction" charged with responsibility for all kinds of teaching methods, and the key person in the audio-visual set-up is the audio-visual chairman.

Below—the audio-visual chairman becomes familiar with resources of all buildings within system, and (bottom) keeps latest professional literature on her desk.

By Kenneth E. Oberholtzer

IN DENVER— an AV chairman

IN EACH of the Denver public schools one member of the faculty serves as audio-visual chairman, assigned half time in secondary schools and on a more limited basis in elementary schools.

This development is the result of requests by teachers who felt they needed someone to help them use film projectors, arrange for films, assume responsibility for improving AV instruction, and to explain audio-visual techniques.

The audio-visual chairman thus becomes a key person in the instruction program as he:

—Works closely with coordinators of instruction to schedule for the school year the basic audio-visual materials needed, and informs them of new audio-visual materials available in various subject-matter areas.

—Holds conferences with department heads and individual teachers concerning their instructional needs and, in turn, gives information about new audio-visual materials.

—Meets with faculty groups once or twice a year to inform them of new materials, methods, and techniques. At these meetings more extensive uses of audio-visual aids are pointed out.

—Works with community groups by helping them to publicize their materials and, if appropriate, approves them for use in the classroom. (Typical of such groups are the PTA, the Bankers Institute, and the Petroleum Institute.)

—Prepares weekly bulletins announcing film showings in various classrooms of the school. The bulletins give the teacher's name, course, room number, film title, and brief description of the film.

—Schedules the use of audio-visual equipment in classrooms. This practice has proved to be more effective for instructional purposes than to move the class to a central audio-visual laboratory.

—Plans participation in television activity. (At this time educational television in Denver is limited to out-of-school viewing.)

To carry out these tasks, audio-visual chairmen must:

—Become familiar with resources within the system that are listed in catalogs and card-index files located in each building.

—Become acquainted with resources outside the system that are described in catalogs, and with printed materials of distributors and producers. Chairmen may order such materials through the central office when they are thought to be useful.

—Preview films at screenings held periodically by the central office from 8:30 a.m. to 5 p.m. Schedules are announced in the *Superintendent's Bulletin*.

—Study professional magazines to learn new methods and techniques. (Currently two teaching methods are emphasized: the first is showing the film in its entirety, following up with questions, then rerunning the film for clarification; the second is a technique being used experimentally—turning off the sound to permit the teacher to narrate the film, stressing the points he wishes to develop in instruction.)

—Train student and teacher projectionists.

—Care for equipment. All schools have complete audio-visual equipment with projectors and screens. Several elementary schools have filmstrip libraries, and all the new high schools have acoustically treated rooms for making recordings of all types. The chairman is responsible for cataloging materials and keeping them on file for distribution.

—Communicate with central audio-visual library so materials may be on hand when needed. The library houses films, filmstrips, models, charts, tapes, discs, recordings, and display cases. These are delivered to schools twice weekly.

By Ben Gumm

SAN DIEGO TAKES—

a realistic approach

In San Diego setup the principal retains responsibility for AV center with effective means for expediting materials. Here student assistant has easy access to files.

Assistant supervisor of audio-visual services in the San Diego city schools, Mr. Gumm shows how one school system attempted to solve the problem of audio-visual coordination without released time and extra pay. Key: sharing of duties between teacher and administrative staff.

SAN DIEGO is one of the most rapidly growing cities in the United States. One of the problems confronting the administration of the city school system last year was orienting some 400 elementary teachers who needed to learn about services, materials, supervisory help, and general methods of procedure on their new jobs.

Audio-visual representatives appointed (or elected) the preceding June were called upon to take part in the orientation last September. It was their task to escort new members of the faculty to the audio-visual department, where they were greeted by an AV staff member who acquainted the newcomer with the department's services by making a tour with him, and afterwards selecting specific materials. This plan was well received by new teachers and will be continued.

The importance of the AV representative is well understood in the San Diego schools, but at the elementary level the daily school program makes it difficult to provide released time. Many teachers, however, are so enthusiastic about audio-visual methods that they willingly put in extra time to help fill the gap between the central audio-visual service and the classroom teacher.

Last spring an audio-visual advisory committee composed of principals and teachers took a look at the job of coordination required to help teachers use audio-visual materials. They considered what could reasonably be expected of the representative who has no released time, what part the principal plays, and what the essential administrative responsibilities are. Many of the duties commonly listed in textbooks for the audio-visual representative were thought to be the prerogative of the principal. There was also the question of released time. Could a person with no released time or additional compensation be required to do certain assignments? The answer was naturally "No."

The duties listed in the paragraphs which follow are the outcome of thinking on the part of the advisory committee which looked realistically at the job of AV elementary school representative in the San Diego city schools. Because he receives no released time or additional pay the first portion of the list suggests only duties which it is hoped he will perform. The second half lists administrative duties which the principal either carries out himself or delegates to the AV representative if the latter is willing and able to accept.

It was determined that an elementary AV representative can help the faculty by:

1 Disseminating general audio-visual information and helping to inform faculty members of new materials.

2 Maintaining an AV bulletin board with delivery schedules, lists of new materials, literature, notices of AV meetings, TV schedules, study guides.

3 Making known the location of film catalogs, files of AV bulletins and forms used to request materials; and assisting teachers in using them.

4 Encouraging the previewing and auditioning of materials.

5 Helping teachers to get better acquainted with the services and materials of the AV department.

6 Encouraging teacher production of instructional materials such as flannel boards, pocket charts, etc.

Administrators often carry out the following responsibilities themselves or delegate them to the AV representative:

- Arranging for materials to be taken to the classrooms as soon as possible after they are delivered to the central location in the school, and getting materials back to this point for pickup. This can be done by student monitors, the custodian, or by other suitable means.
- Helping to set up a simple and efficient scheduling system for use of equipment and viewing facilities.
- Organizing demonstrations and arrangements of materials and equipment for the faculty, and helping to train teachers to operate AV equipment.
- Assisting in the development of an audio-visual library or center of recordings, study prints, etc. with an effective means of checking them in and out.

In the San Diego schools the job of assistant supervisor of audio-visual services is to provide direct assistance to the AV representative, the principal, and staff members in carrying through these suggestions.

Rx for a happy coordinator

by Jay W. Tyrrell

THE COMPETENT BUILDING COORDINATOR is a rare and valuable educational commodity. Steps taken to make her happy and proficient in her work constitute, in the opinion of the writer, an exemplar of the end being worthy of the means. Certain facts bearing on this point were brought to the surface by the first two annual building coordinators' conferences sponsored jointly by the University of Connecticut and the Connecticut Audio-Visual Education Association.

It appears that the average coordinator is something of a "second class citizen," educationally speaking. Only a minute percentage of coordinators present reported free time in which to perform duties expected of them. An even smaller percentage reported financial reward for work done.

Such is the situation as reported on a statewide basis in Connecticut and the same conditions probably prevail elsewhere. By-and-large, the building coordinator is, very simply, a conscientious teacher whose basic desire is to broaden and improve upon the educational process and whose only reward may be an occasional "Well done."

The recognition of these facts should do much to temper the relationship existing between director and coordinator. Much has been printed about training programs for building coordinators; the writer has taken it upon himself (with some temerity) to suggest a "care and feeding" approach. This proposal is not made facetiously; rather it is intended as a sincere tribute to a hard working and sometimes unappreciated segment of our teaching population.

Let us examine some of the facts as they apply to the situation in which we find the typical building coordinator. We can agree that she is an experienced, competent teacher to whom a new responsibility has been assigned. She is expected to amass and make available to the balance of the teaching staff a body of skills and information which may be totally alien to her, and she is usually expected to discharge this responsibility as an adjunct to her full teaching load. Nor is she paid for the additional work involved.

All of which should pose two questions that must be answered by the audio-visual director: With what body of attitudes, understanding, and skills should the building coordinator be equipped; and, what can I do to help her become more proficient in this new role?

Since the first of these questions has already been answered in painstaking detail by any number of definitive writings in the audio-visual area, there is no need for this writer to elaborate. It is also true that much has been written concerning in-service training programs planned to arrive at these desired outcomes, but it is the writer's feeling that many such approaches do not always stand up to the cold light of reason and equity.

Keep in mind the fact that we are dealing with a mature, competent teacher who is already carrying a full load and who can expect little or no material reward for the performance of additional work and responsibility. Can we, with a clear conscience, expect such a person to consistently respond to a mass in-service training program with any great degree of responsibility?

Unfortunately, an in-service training program too frequently implies a series of meetings held on the trainee's time at the director's convenience. The meeting site may be accessible or it may be isolated. A series of hypothetical problems are presented and a shotgun answer is fired. Very literally the audio-visual director has gathered a class, created a problem, and presented a solution. The writer has often wondered how this approach is reconciled with some of the accepted laws of learning.

At this juncture, let it be hastily interjected that the above is not intended as a blanket indictment of the in-service training program per se, but is offered as a point of departure from which the writer may suggest some of his own ideas about training and growth of the building coordinator. No pretense is made that these ideas are definitive. They stand as a log of ideas and observations and should be evaluated as such.

Too often we lose sight of the fact that the building coordinator is still a person, and as such, has problems and interests which may be unique. The writer has encountered a span of interests that range from "How do you turn off this phonograph?" to "How can I set up a research project to determine the value of this film as a teaching aid?"

Since problems and interests are unique, it does not seem amiss to suggest an in-service training program which attempts to arrive at the unique. Ideally, education is concerned with the individual. It takes into account his interests and aptitudes, and attempts to develop within him a body of desirable attitudes, appreciations, and understandings. This is the basic nature of the program the writer has attempted to carry out over a period of 14 years.

Although certain broad objectives are kept in mind as a basis of growth for all coordinators, the entire program is kept upon a highly personalized basis. In a school system the size of the one in question (17 schools, 6789 pupils, and 295 staff members) a personalized approach is possible if the audio-visual director will take the trouble to acquaint himself with the schedules of his coordinators. It is a rare teacher who does not have some free time in the course of a week and it is this free time which may be utilized to promote an effective, personalized, in-service training program.

Conferences should be held as fre-

When building needs are discussed they must be evaluated in relation to system-wide program, thus director and coordinator are able to keep both individual and whole in perspective.

When the nature of a repair is explained, coordinator gains greater knowledge of equipment placed in his care. Admittedly a time-consuming procedure but pays off in the long run.

quently as possible and should be keyed primarily to the needs and purposes of the coordinator. While it is both possible and legitimate for the director to initiate areas of growth and progress, the fact must be recognized that everyone is most concerned with his own problems. One school's balky sound projector is not of great concern to a neighboring coordinator who is attempting to foster the greater use of filmstrips. If a catch phrase were to be associated with this type of program, we might well let it be, "Keep it personal."

It is this degree of personal attention, explanation, and definition of problems that seems to develop within the coordinator a greater awareness of the detail and complexity of the overall audio-visual program. When a faulty machine has been repaired, the writer always makes it a point to return it personally to the coordinator, completely explain the nature of the repairs, and then run the machine to demonstrate that it is in proper working order. This is admittedly a time-consuming procedure but it helps the coordinator become more appreciative of the equipment in her charge.

If a question such as establishing a catalog library arises, the director can keep to an equally personal approach and at the same time introduce new ideas. "Here is how Miss X at the Smith School does it" he can say "and this is the way Miss Y handles it at the Jones School. I don't know which way would be best for you but I am sure that we can work out a good plan between us." Thus the solution has been personally tailored to specification and is, at the same time, based upon a broad, general approach.

Some basis for an individualized approach is found in the February 1956 *Instructional Materials* (now AUDIO-VISUAL INSTRUCTION). Louise M. Whaley, writing from the viewpoint of a building coordinator states:

"The initial organization of the program [building coordinator] will depend largely upon the needs in a specific building and will vary from school to school."

Miss Whaley goes on to acknowledge the fact that certain fundamental steps can be taken in a majority of cases, and certainly no one who is familiar with the problems of AV utilization or administration would attempt to argue against the point.

Certainly an organized program of staff meetings has its proper place in any in-service training program but in the opinion of the writer this approach has been overdone. Too often the goal has been speed and efficiency; too often we have allowed the means to become more important than the end sought. Let us not lose sight of the fact that we are primarily dealing with people, and let us remember that, as in the case of the telephone, a person-to-person call may be more expensive but we are recompensed by the assurance of direct contact.

So if you, as an audio-visual director, are chronically plagued by coordinatoritis (a pernicious condition that may lead to a seriously weakened audio-visual aids program) try the "care and feeding" approach. It may restore life and vitality to a sagging program.

Building coordinators seem to prefer filing systems of their own devising. Author stresses importance of taking individual into account when planning in-service training program.

Personalized sessions with coordinators frequently bring to light questions which might otherwise go unanswered. Mass in-service training programs may net less rewarding response.

Leadership elements in the Connecticut coordinator movement have been many and complex—and not only statewide but local and regional. However, and with no intent to detract from the latter, the authors identify only statewide leadership channels in the artist's visualization.

Carlton W. H. Erickson

Joseph F. Murphy

Connecticut Coordinator Story

THE FIRST DAY OF SPRING, 1956, in Connecticut was unusual. Snow was piled five feet high along the roadways, and 250 AV building coordinators were heading toward the University of Connecticut campus to attend a unique conference—organized and conducted solely for themselves.

Luckily the blizzard had spent itself in the nick of time, or the plans of the co-sponsors—the Connecticut Audio-Visual Education Association and the University of Connecticut Audio-Visual Center—would have been thwarted, as well as plans of local school administrators to provide substitute teachers for their AV building coordinators.

The conference evaluation sheets checked that day, showed that another similar conference was desired, and that the focus on the responsibilities and values of the AV building coordinators had been considerably sharpened. The check sheets also indicated that promoting statewide improvement of audio-visual services through specific emphasis on AV coordinators as a key group was a fruitful line of attack. A skillful AV coordinator in every Connecticut school is now a vital objective.

This conference and indeed the idea that inaugurated the emphasis upon a system of coordinators just didn't happen by chance. This and other rather unusual decisions were an outgrowth of a climate for action. A closer look at the elements of the statewide leadership, and a flashback to the pattern of activity will help to tell the *Connecticut Coordinator Story*.

The growth of the AV building coordinator idea was based upon the recognition and acceptance of the value of audio-visual materials and methods of instruction in many schools. Acceptance arose from:

LOCAL INITIATIVE

- Teachers seeking more effective means of instruction.
- Administrators being alert to teacher needs.

REGIONAL AND STATEWIDE AV ACTIVITIES

- Annual meetings for teachers.
- Annual conferences for superintendents, school boards and boards of finance.
- Regional demonstrations for teachers and administrators.
- Presentations and demonstrations to PTAs.

RESOURCES AVAILABLE TO SCHOOLS

- AV libraries providing statewide service.
- AV libraries in school systems.
- AV consultative services available to schools for studying local problems.
- AV courses for teachers in preparation.
- AV courses for graduate and in-service programs.

As audio-visual materials became accepted as an integral part of instruction in a school, the need for an AV service program became apparent, as did the need for a qualified building coordinator to implement the program within the school. The growth of this AV coordinator idea was highlighted:

- ► Through voluntary evaluation of schools.
- ► Through statewide AV surveys.
- ► By the identification of certification qualifications for AV personnel in 1949, and their adoption in 1955.
- ► By AV directors establishing local corps of building coordinators.

The growth of the AV coordinator idea in Connecticut may be partly measured by the following:

- ► Approximately 45 percent of Connecticut public schools have AV coordinators.
- ► Two thirds of AV coordinators have some released school time for the AV program.
- ► Approximate average total time on AV duties spent by elementary school coordinators is 3.4 hours weekly with 6 percent of them spending 10 or more hours.
- ► Approximate average total time on AV duties spent by secondary school coordinators is 8 hours weekly, with 33 percent of them spending 10 or more hours.

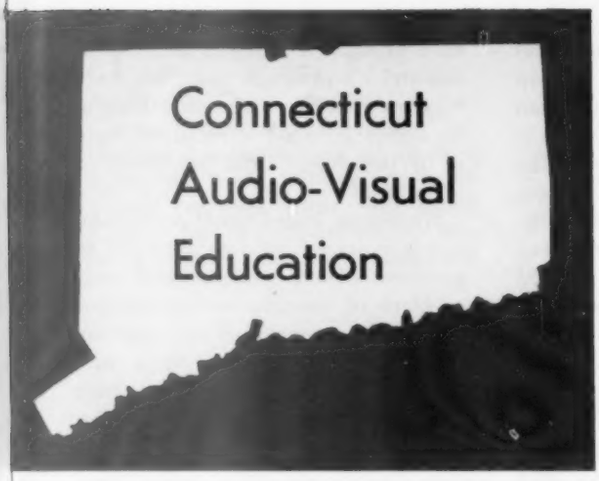
So out of a climate of activity, and encouragement by the CAVEA Board of Directors, came the decision to work for the improvement of AV methods through the coordinator—the key person closest to the teacher throughout the school day. Conferences would be the vehicle. In planning the first one, special attention was given to concepts, conclusions, and kinds of performance that it was hoped coordinators would derive from conference activities.

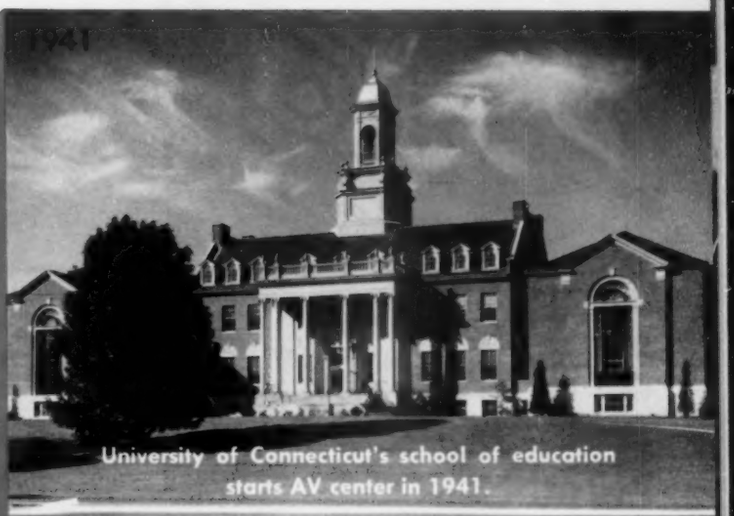
The unique element was of course its complete emphasis upon the job of one person, the AV building coordinator. It paid off in terms of unity and spirit, and in the request for another similar conference the following school year. And so again, this time in November (to avoid the blasts of winter) the same co-sponsors teamed up to conduct the second successful meeting.

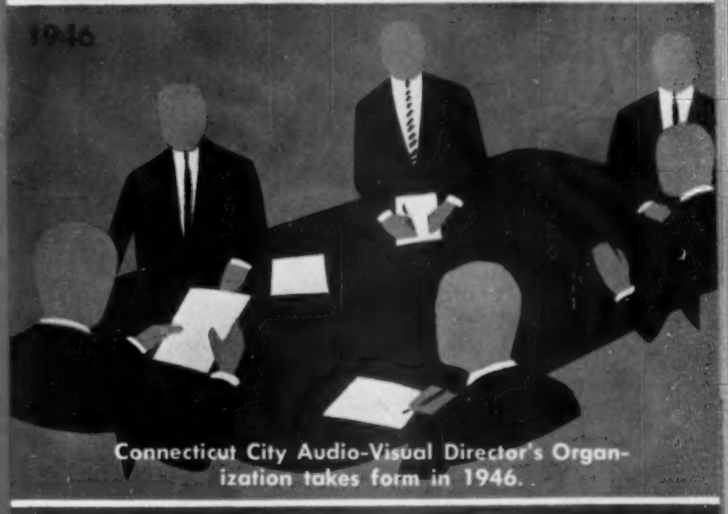
Now, what about the third? The answer to this question is clear. The coordinators have indicated the need for additional meetings on a regional basis, and they are going to get them. Such sessions will doubtless be geared to small groups with programs calling for on-the-spot, how-to-do-it, laboratory-type activities.

As a result of preliminary surveys and conference activities some 400 school building coordinators have been identified and listed. Such lists are presently being maintained and expanded with an eye to the years ahead, for these people will become the backbone of the membership in Connecticut's audio-visual education association. Real evidence of this is shown in the fact that membership doubled during the year following the conference as a result of AV coordinators joining for the first time.

It becomes increasingly clear that in whatever patterns of organization they find themselves, AV building coordinators are vital links in the service chain. Ways must be found by AV directors, supervisors, school principals, and superintendents to facilitate their important work.







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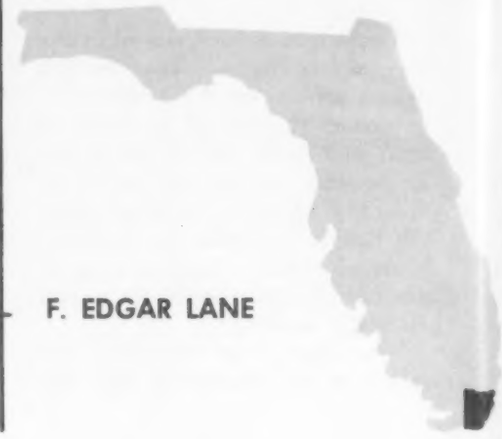


F. EDGAR LANE

Dade county points the way

THE MANNER in which Dade County operates its audio-visual program evolved from beginnings in the mid thirties. Its formal program started when an audio-visual association was organized in the spring of 1940, drawing its first members from schools owning motion picture projectors; today it has representatives in each of the 140-odd schools in Dade County.

Representatives are appointed by the principal, and in most cases from a list of fulltime classroom teachers.

In the beginning, association activities were entirely extra-curricular. Funds from the purchase of materials came from fees paid the association by the individual schools and matched by the Board of Public Instruction.

Since the work of the representatives was extra-curricular, association members felt that it would be legitimate to use part of the funds contributed by the schools in a way that would return value directly to them. For that reason each school automatically received membership in the Department of Audio-Visual Instruction.

Originally this membership was assigned to the school, with the result that the representative was unable to vote because he was not a registered member. Dade County therefore made an arrangement with DAVI that as soon as the representative was named he would become the registered member. In this way both school and representative profited.

The Dade County Cooperative Audio-Visual Association has been able to retain the fee feature of its organization although the Board of Public Instruction has assumed financing of the audio-visual program. The Association demonstrates that the fee moneys are used to develop a more extensive AV program than might be feasible with tax funds.

This development may take the form of initiating new services—purchasing such things as motion picture making equipment, contributing additional finances toward a revised catalog of materials, or demonstrating the value of certain materials.

At present fees are based on a per capita assessment of two cents per pupil with a minimum of $15 and a maximum of $30 per school. Schools feel that this is fair and that it does not place an undue burden on anyone. Often it gets them services they would otherwise be without; for example, the low-cost purchase of blackout material.

Dade County believes in DAVI. Effective use of audio-visual methods is making a tremendous contribution to the improvement of instruction in the public schools of the nation. A strong audio-visual organization is essential if education is to overcome the handicap which stems from such statements as "I knew very little about audio-visual education so I took a course." AV will not have arrived until educators realize that such a statement is no more legitimate than would be the remark: "I knew very little about elementary education so I took a course." It should be apparent that it is no more possible to encompass audio-visual education with "a course" than it is mathematics, social studies, library services, or science.

In recent years the whole area of instructional materials has come alive, with its possibilities becoming increasingly apparent. Specifically, audio-visual methods of teaching have brought a renewed meaning to Kilpatrick's principle that "we learn what we live. We learn each thing as we accept it to act on, and we learn it in the degree that we count it important."

Having an audio-visual representative in every school does not solve all problems. There remains the acute problem of meeting with personnel for the improvement of the program. With representatives having a first responsibility other than AV, there is the very difficult problem of getting the membership together at one time and in one place. This is not just a Dade County problem. What do we do nationally to find the solution? What do we do nationally to bolster and support such membership? How do the rank and file AV members become a part of a reciprocally supporting organization, with professional status from bottom to top?

The individual AV representative is the source from which DAVI must draw its future. Dade County drew on that source. The vision of what might be was so strong in the minds of a few classroom teachers that they brought an AV association into being. Through the years, classroom teachers kept that vision before them. Their work was such that the administration joined forces with them. A Peabody survey gave them added support.

One little statistic shows what vision and persistent hard work will accomplish. In ten years the central AV budget grew from $3000 to $120,000. The source of that growth was the individual audio-visual representative—the classroom teacher with a vision. That is where DAVI must eventually rest its case.

Convention Quotes

WHAT EDUCATIONAL LEADERS SAID ABOUT AV

Stephen M. Corey, dean of Teachers College, Columbia University, addressed the convention on opening night. His topic, "Changing Professional Practices," has real significance for the audio-visual field in its present stage of development.

THIS dissatisfaction with one's own behavior is essential, I have come to believe, for the improvement of other than a routine sort. If some one else can help me become dissatisfied with my own teaching, he has given me a good start on the road to improvement. But this is not easy for another person to do. . . . One of the best things I know which helps teachers raise questions about their own practices is a working atmosphere which makes it possible for them to talk with considerable candor about both their successes and their limitations. Creating this atmosphere . . . is particularly difficult if, as a visitor in a group, an AV specialist is viewed as a rather stern critical expert in an area where teachers are made to believe they know relatively little. . . . What I am saying is that the sensitivity of the instructional materials specialist has much to do with whether or not teachers will be disposed or able to express discontent with what they are doing."—*from Dean Corey's address.*

AS GUEST speaker at the luncheon meeting, Lawrence G. Derthick, U. S. Commissioner of Education, expressed his attitude toward AV by quoting from Dickens:

"'I hope you have preserved the unities, sir?' said Mr. Curdle. . . . 'The unities, sir, . . . are a completeness—a kind of universal dovetailedness with regard to place and time.'" *(from Nicholas Nickleby)*

"This 'universal dovetailedness' is what I have in mind," said Dr. Derthick, "when I refer to the unity of educational techniques. The process of learning should dovetail lecture and discussion with textbooks and audio-visual materials. . . ."

SPEAKING on the relationship of audio-visual materials to the curriculum, Rodney Tillman, executive secretary for the Association for Supervision and Curriculum Development, said: ". . . if I were to select one, I would list the major contribution which they [audio-visual materials] make to our experiences as: through their usage time can be telescoped. All of us are familiar with the use of audio-visual materials in describing the life cycle of an insect or the growth of a plant. There is still much we need to be aware of in using the materials effectively to show interrelationships of people and how values are determined. . . ."

THE greatest achievement of DAVI in the opinion of William G. Carr, executive secretary of the NEA, is its sense of unity with the entire teaching profession. In a welcoming speech Dr. Carr congratulated DAVI members for resisting the temptation to go overboard for the mechanical tools they use.

"I have never heard any of you say that the machines are taking the place of the human element — the teacher—and I hope I never shall," he fervently told his audience. The national office was very proud to have Dr. Carr at the opening session, and at the luncheon where he presided with customary skill and charm.

1957 Convention

THE SUMMING UP

TO THINK about the 1957 DAVI convention as a gauge to measure the status of the audio-visual field becomes increasingly tempting as one considers Mr. Brooker's theory of tools given to the convention in a "state of the union" message Tuesday evening. (See editorial on page 124.) Mr. Brooker theorized about the status of the AV field in terms of the development of audio-visual tools which he places at the end of the first of three stages, and in some case entering the second.

Perhaps this accounts for what may have seemed to some convention observers an uneven development in the organization. Advancements were evident on many fronts—in research, theoretical refinements, sophisticated analyses of problems and trends, and in the edging over into the behavioral sciences. On the other hand a concern with financing, getting a share of the budget, convincing superintendents, board members, and fellow teachers left the impression that the AV field was still fighting for wider acceptance.

Adding to this picture without clarifying it was another dimension of the audio-visual field, little written about or analyzed but very much in evidence at the convention. One had only to count L. C. Larson's students from abroad as they came to the microphone during Monday's general session to introduce themselves, to announce they had come to learn about AV and would take their knowledge home to their ministries of education—one had only to watch this parade from Brazil, Ethiopia, Egypt, Afghanistan, Thailand, Uruguay and 10 other countries to know that something is going on and to guess that AV is more often practiced than theorized about in underdeveloped countries where the visual substitutes for the written word more frequently than it supplements it.

It is true that AV is an *avant-garde* field and thus in a state of flux. Problems sometimes change before they are solved; and unexpected factors such as educational TV crop up. As L. C. Larson points out: A decade ago the trends were clear, you thought you had them figured accurately and that it was possible to extrapolate future developments; then closed circuit television, a development that no one had foreseen, came along; and now, with millions of dollars in grants, it changes the whole AV picture.

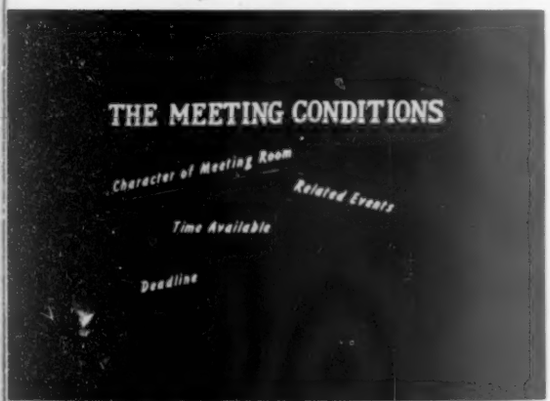
That ETV is much on the minds of audio-visual educators was obvious, not only by the programmed session but in the resolutions passed by the convention. One, that DAVI go on record as favoring further exploration of subscription television, caused the only ripple of controversy on the floor during the entire business meeting. Another (passed without trace of opposition) pledges DAVI's participation in public hearings before the FCC in support of the continuation of television channels already allocated to education. (See "Resolutions Passed" on page 117 for exact wording of these and other resolutions passed by the convention.)

Richard B. Hull, director of radio and television broadcasting at Ohio State University, introduced the ETV session saying that educational television is only one of numerous educational tools, but that it is a many faceted one. His comments were borne out by representatives of four different ETV setups who followed on the program: Rhea Sikes of Station WQED Pittsburgh, a community owned station offering a broad cultural program and credit courses for adults who have never finished high school; Clair Tettemer of KETC St. Louis, a station which channels kinescoped programs into the schools (see June *Instructional Materials*, page 104); and Jack McBride of KUON-TV, the station which brings the University of Nebraska to the people of the state by telecasting adult education courses and performing services for special groups such as teaching lip reading to the hard of hearing, supplying algebra courses to rural high schools, and supplementing correspondence courses.

William Brish, superintendent of the Hagerstown (Md.) schools whose ETV experiment was reported in *Life* magazine, brought joy to the hearts of instructional materials men with the remark that as a result of closed-circuit television, Hagerstown has the first teaching resource center in its history. And although the Hagerstown experiment is an outgrowth of the teaching shortage felt after the war, Mr. Brish said he wished people would stop thinking about closed-circuit television in terms of teacher shortage. ETV, Mr. Brish stated, is not an end in itself

(See page 114)

Adrian TerLouw is barely discernible but his message stands out—as shown during general session on AV public information.



At right Lawrence B. Derthick greets Senator Bourke Hickenlooper (Iowa) at luncheon. Looking on (l to r) Lee Cochran, Bob deKieffer, Congressman Fred Schwengel (Iowa) and Bruce Mahan, partly hidden.

Richard B. Hull, Ohio State University (above) opens session on ETV. Seated is Rhea Sykes of WQED Pittsburgh, speaker.

Below—Herman Weinstein (near camera) and Ray Lewis demonstrate for adult education group in local production session.

Above—Bob deKieffer, DAVI president, chats with predecessor, L. C. Larson. Below, projector stirs interest at meeting of Archives Committee where M. I. Smith, donor, demonstrates for Archivist Wm. F. Kruse, committee members, and visitors.

but a catalytic agent, and that rather than adapting education to TV, they had regarded it in Hagerstown as an effective way to use the teacher. The whole experiment, he continued, has been a chance for re-evaluation of teaching techniques. ETV is bringing the teacher out, giving her a chance to use her creativity. She needs and gets assistance on the production end—and this frees her and gives her time to be creative.

ETV's interrelation with one of the convention themes—local production—was brought sharply into focus by L. C. Larson who in his president's message said that the millions of dollars in grants earmarked for ETV will mean continued stress on production and that this is a trend audio-visual leaders should be considering. The people responsible for production, Mr. Larson said, will dominate the schools and colleges; administrators will necessarily be interested; production will also touch academic people and will be the connecting link between the AV specialist and content expert in such fields as health and agriculture. The retiring president made it clear to the convention that as a result of ETV and its stress on production, a renewed study of the demands of training are in order.

Don Williams, director of the Syracuse University AV center, whose job it was to introduce the production theme, reviewed Charles F. Hoban's version of the communications theory first presented at Okoboji and reported in the December *AVI*. Taking the general schema, SOURCE→TRANSMITTER→RECEIVER→EFFECT, and adding certain factors it is possible to determine the role of the audio-visual director. (The *receiver* is always the pupil; the *effect* is always variable; the *source* may be books, curriculum planner, subject matter, AV materials and their production; *distribution* may include teacher, books, AV materials, and user-advice.)

An important step added to the theory later and applied to the AV field by Hoban is "feed-back," a factor which, according to Mr. Williams, has much to do with the "why" of local production. "What we mean," said Mr. Williams, "is observation of effects and feed-back of these effects to both the source and the transmitter of knowledge — that is, the textbook writer, the film producer, curriculum builder, and teacher."

Two persons admirably situated to observe feed-back are the teacher and the audio-visual director. If those who observe the effects of materials also control their production, it is logical that the materials will fit more perfectly the specific teaching situation.

"In this rapidly changing culture," Mr. Williams said, "where information is accumulating at the source faster than our commercial producers can feed it into their presses, we must do local production to keep up."

Wednesday morning Adrian TerLouw, educational consultant for Eastman Kodak, and Paul L. Walker and Clyde K. Miller of the Ohio department of education took the stage, as the convention settled down to the serious business of how to get the AV story across to both professional and lay public.

Edging over into the behavioral sciences, Mr. TerLouw who dubbed himself a "propaganda specialist" gave a detailed account of how to analyze your audience, whether they be board members, legislators, architects, parents, or pupils. Factors which should be considered are background, past experience, drives and anxieties, prejudices, and vocabulary; and the main thing, Mr. TerLouw said, is to get your audience research down on paper. Other things to consider are the conditions under which you meet, time allowed for presentations, and deadline for preparation.

Filmstrip Is Model

As an illustration of what he was talking about Mr. TerLouw chose a 14-minute filmstrip which would permit a close study of audio-visual aids by an audience of parents. Using a projector, Mr. TerLouw showed the story-board through to its completion, pointing out imperfections here and there, and inviting interested persons in the audience to convene after the session to help iron them out.

Paul Walker introduced Clyde Miller who contributed to the Wednesday theme by describing three techniques used with teachers, school administrators and school boards throughout Ohio.

Through a series of one-day meetings Mr. Miller reaches countless teachers, giving them an opportunity to preview filmstrips, study globe displays and flannel boards, and to see and handle other materials. Equally important is a session the evening before when school board members are invited to a dinner and "quickie demonstration." Here Mr. Miller gives a very "heavy" AV talk after which consultants station themselves at equipment tables to answer questions. Interest is high, Mr. Miller reports, with board members sometimes staying around until 11 o'clock.

At less frequent intervals Mr. Miller stages an AV spectacular, a regional meeting with 22 rooms of demonstrations covered by closed-circuit TV, attracting as high as 1000 board members, and displaying equipment worth half a million dollars.

These things are not accomplished single-handedly, Mr. Miller said, but through the cooperation of AV directors, universities and colleges, and AV dealers. (The latter come in as consultants and in their enthusiasm to get the AV story across forget they are competitors.) For one-day meetings Mr. Miller schedules two planning sessions—one, two months before the event; another, 10 days before it takes place.

A third effective device used in Ohio is to let the AV tools speak for themselves by teaching non-profit organizations to use them in selling their own programs, or by servicing lay groups.

Many accounts of a similar nature were given in the six group meetings which followed the general session, indicating that DAVI had at last taken up its own tools in an earnest effort to cut down the walls and gain the widespread acceptance necessary if practical achievements of the organization are to catch up with the thinking of its leaders.

An innovation in the national convention this year was the final luncheon. William G. Carr, executive secretary of the NEA, presided with U. S. Commissioner Lawrence G. Derthick as speaker. Senators and congressmen from Texas, Iowa, New York, New Jersey, Ohio, and California were present, sitting with their state groups. Dr. Derthick pointed out the constant need for evaluation, for imaginative looking ahead, and for greater understanding of the role of materials in education.

Congressman B. F. Sisk (third from left) at DAVI luncheon with fellow Californians and members of Washington NEA staff.

Left to right at AVCR luncheon: Loran Twyford, A. W. VanderMeer, Wes Meierhenry, W. R. Fulton, John Moldstad, Joseph Kanner, William Allen (editor), Paul Wendt, Ann Hyer (managing editor), Frank Dunham, L. C. Larson, Edward Bernard.

At right Paul L. Walker (left) and Clyde K. Miller examine transparencies used in presentation of successful Ohio techniques for creating public understanding of AV.

Adrian TerLouw is not playing solitaire but revising storyboard for AV filmstrip with help from audio-visual specialists.

Bob deKieffer visits with film representatives while Ellsworth Dent serves customer and Phil Lange loiters in background.

Camera catches Chairman Walter Bell about to take bite; in background muncher examines DAVI's model classroom.

Convention Notes

Canada Knocks

BY THE TIME DAVI convenes again next April in Minneapolis there is a good chance that it will be officially an international organization with at least one Canadian affiliate—Ontario. Cecil E. Wilkinson, DAVI member and audio-visual consultant in the Scarborough district schools, Toronto, appeared before the Board of Directors Sunday morning seeking permission to affiliate and inquiring about procedures.

Other Canadians attending the convention were Mrs. Muriel A. Clarke, a member of the Scarborough board of education; Gordon E. Martin and G. A. Noble, Willowdale, Ont.; Hugh A. Murray, Windsor; C. H. McFaddin, New Toronto; H. Neil Nelson and W. Bruce Adams, Toronto; and John D. Webb, Montreal, education officer for the National Film Board of Canada.

Mr. Wilkinson later told an AVI reporter that he expected affiliation to take place after the meeting of the Ontario Education Association this spring. At that time one day is set aside as AV Day; audio-visual educators get together to talk things over, and DAVI materials are exhibited.

Contemplating future DAVI convention sites, Mr. Wilkinson said that Toronto could handle a convention; Winnipeg, in the interior; and Vancouver, on the West Coast.

International Flavor

ADDING to the prestige and international character of the convention were several representatives from high posts abroad. John LeHarival, information officer for the European Productivity Agency, greeted the general session Monday, remarking that Dean Corey's talk the night before had been very much to the point as far as he was concerned.

"Trying to change attitudes is what we are faced with in EPA," he said.

Mr. LeHarival told the convention that he had come to the United States to thank all Americans for the films his agency had received from various governmental and industrial groups. He had come also, he said, to educate himself, especially about TV and the teacher shortage—the latter a current condition in Europe also.

Another visitor from abroad was Shimon Avtalion of the Israeli Ministry of Education and Culture, who is studying at Ohio State University with Edgar Dale on a UNESCO scholarship.

Representing the other side of the coin was James A. Cudney who became a DAVI member Sunday, attended the convention, and left the following Friday for Afghanistan to resume his duties as audio-visual adviser for ICA in Kabul. Cudney summed up his work neatly as having three phases; giving AV service to all American technicians; working directly with the Afghan ministries; and training Afghans in AV techniques.

Meet Your President

TALL, blond, and youthful at 40, Bob deKieffer, associate professor of education and director of the bureau of audio-visual instruction at the University of Colorado, studied music at the Universities of Freiburg and Heidelberg; at 19 was concertmaster of the University of Heidelberg summer orchestra; earned his B.S. and M.A. in education at Northwestern University; and took his doctorate from the State University of Iowa. He speaks German fluently, and Spanish well.

A native of Illinois, Dr. deKieffer was graduated from Evanston Township High School where he also accepted his first teaching job in the Progressive Education Eight Year Study. He got his first taste of AV as director of the curriculum laboratory at Northwestern in 1938 where he became interested in films, and later wrote a manual on free and inexpensive materials. After taking his doctorate at Iowa he worked in the library at Stephens College developing curriculum materials and became assistant to the dean of instruction.

During the war he was in Naval Intelligence and later served as training aids officer. Before accepting his present position he was associate professor of education at the University of Oklahoma. He is married and the father of three boys.

When asked what his plans for the year were, Dr. deKieffer said he wants mainly to get DAVI members to work together on common problems to speed up acceptance of AV in their own communities and to evaluate their programs. "We have been traveling so fast," he said, "it is time to stop and analyze our programs in terms of future goals."

One thing Dr. deKieffer would like to accomplish while in office, he said, is to set up advisory committees to work on problems and prepare working papers on crucial issues so that the membership can study the findings at next year's conference.

He cited a certain "inwardness" as one of the biggest obstacles of the audio-visual field. "I think we keep to ourselves too much," he said. "The faster we AV directors can talk ourselves out of a job," he said, "the better off we are. The sooner we can convert each teacher into being her own AV director, the sooner our job will be accomplished."

CONVENTION STATISTICS

Total Registrants	1270
Washington, D. C. Registrants	205
No. States Represented	43
States With High Registration	
New York	130
Maryland	90
Virginia	70
Ohio	42
Michigan	38
High Distant States	
Texas	20
California	15
Minnesota	19
Foreign Registrants	41
No. Countries Represented	16
Total Exhibits	95

Wyoming Solo

The state of Wyoming was represented at the DAVI convention by EUGENE WALDMAN, audio-visual di-

rector for the Cheyenne public schools. The fact that he is the only full-time AV man in the state might have had something to do with the size of the Wyoming delegation, he said. His state does have five other DAVI members, however, and an audio-visual association of 40.

Good Coverage, All Told

WHILE DAVI was unable to make the front pages of the nation's capital, still convention coverage was good considering the volume of political news (both world and national) clamoring for space in this hard-bitten news center.

The *Washington Post and Times Herald* printed three stories; the *Evening Star*, two; and the *Daily News*, one—all told, some 39½ inches, with a minimum of unfortunate headlines. Small stories were picked up by the *New York Times* and *World Telegram and Sun*.

Newspaper coverage however was only part of the story. Several educational and industrial journals sent their correspondents—*The American School Board Journal, Teaching Tools, Film World, Broadcasting-Telecasting Magazine, School Executive, Educational Screen*, and the *Multiplier* (ICA). Reporters were also present from Esso Standard Oil, Telenews Film Corporation, and the Bureau of Audio-Visual Instruction of the New York City Board of Education.

The Voice of America came in and took pictures of the exhibits and of the Indiana foreign students, taping interviews with the various national groups, particularly the Latin Americans. The U.S. Information Agency also photographed the Indiana students, in groups and as they looked at the exhibits, and are now working with the national staff on a comprehensive follow-up.

DAVI's new president, Robert deKieffer was interviewed by Ann Blair on WGMS-Radio, and J. J. McPherson and Robert LeAnderson appeared on WMAL-Radio.

M. Ruth Broom, NEA Press and Radio, in charge of news coverage, reports invaluable assistance from Henry Ruark, NAVA, who drew on his audio-visual background in answering reporters, and Clyde McNair, ICA, who took the pictures for DAVI.

Resolutions Passed

WHEREAS, The members of the Department of Audio-Visual Instruction of the NEA have partaken generously of the hospitality and courtesy of the Metropolitan Washington, D. C. area; and

WHEREAS, The superintendents of the Metropolitan Washington area school systems and their staffs have given generously of their time and talents to make this 1957 convention of DAVI a success; and

WHEREAS, The chairmen and individual members of the various convention committees, and the many other individuals and organizations, especially the Washington Film Council and governmental agencies, have gone far beyond the call of professional duty in preparing and staging a highly successful convention:

BE IT THEREFORE RESOLVED: That we express our appreciation for the wonderful hospitality and courtesy extended to us individually and collectively, and for the time, talents, and fine efforts of the local school systems, organizations and governmental agencies and their administrators and staffs which contributed so significantly to the success of our convention: and further express to the convention committee our appreciation for their fine work;

BE IT FURTHER RESOLVED: That these resolutions be published in our official journal and that marked copies be sent to the superintendents of schools and the presidents or chairmen of the organizations involved.

• • •

WHEREAS, The need for effective communications in education is world wide; and

WHEREAS, Audio-visual materials, methods and personnel are making outstanding contributions to the educational programs of many nations outside of the United States; and

WHEREAS, DAVI, up to now, has had no statement of policy with respect to our interests in audio-visual activities abroad;

BE IT RESOLVED: That DAVI recognize the great importance of increased cooperation and interchange of information among organizations or audio-visual education workers in all nations of the world;

BE IT FURTHER RESOLVED: That DAVI favors the taking of immediate steps to secure greater assistance for the work of the U. S. representative on the International Council for Educational Films.

• • •

WHEREAS, The potential of educational television is just beginning to be realized, and

WHEREAS, Financial and other practical difficulties have thus far prevented full use of channels made available for educational TV; and

WHEREAS, Considerable additional experimentation and research is needed to establish the best uses to which ETV can be put in the public educational system,

BE IT THEREFORE RESOLVED: That DAVI shall support the great need to retain all television channels that have already been allocated for development by non-profit educational organizations,

BE IT FURTHER RESOLVED: That DAVI representatives shall participate in public hearings before the FCC in support of the continuation of television channels already allocated for educational purposes.

• • •

WHEREAS, The great potential contribution of television to education is rapidly becoming more evident; and

WHEREAS, The identity of needs and purposes of educational TV of all types, with the functions and needs of the audio-visual field as a whole, are clearly recognized; and

WHEREAS, Wide need exists to continue development and experimentation in the educational TV field;

BE IT RESOLVED: That DAVI endorse the need for more experimentation with subscription television in controlled situations in order to determine its potentialities and possibilities in the educational program;

BE IT FURTHER RESOLVED: That DAVI participate in the public hearings on subscription television before the FCC stressing the need for providing opportunities for experimentation to test the effectiveness of the medium. [*Subscription television, sometimes referred to as "pay-as-you-go" television, consists basically of a scrambling device attached to the transmitter. Individuals who arrange to make a payment for a given program, or for a given time, are provided the means of "unscrambling" the scrambled television picture. Those who have not paid can get the channel but the picture will be so scrambled as to have no meaning. There are several different systems for scrambling and unscrambling the picture, each with its commercial exponent.*—THE EDITOR.]

• • •

WHEREAS, Our parent body, the National Education Association, has continually supported the work of DAVI for many years through financial grants, furnishing staffs, housing, office equipment and supplies, and by professional advice and moral support; and

WHEREAS, This fine and continual support has enabled our organization to make contributions to education which otherwise would not have been possible;

THEREFORE BE IT RESOLVED: That we express gratitude and appreciation to our parent body, that we continue our efforts to obtain members for NEA, particularly in this centennial year, and that we pledge to the National Education Association our continued support and efforts in its behalf;

BE IT FURTHER RESOLVED: That a copy of these Resolutions be forwarded to the executive secretary of the NEA. *(Continued on page 128)*

Convention Capsules

Following, in brief form, are statements by committee and group sessions chairmen giving what they consider the most significant outcomes of their meetings.

In the Committees

THE ARCHIVES COMMITTEE, Wm. F. Kruse, Ingleside, Ill., chairman: We recommend extending honorary membership to Roger Albright, Harry Haworth, and Anna V. Dorris. We urge that a general program on the history of our field be scheduled for the Minneapolis meeting, as well as an exposition of significant old models both from our own archives and in the manufacturers' exhibits. We also urge the continuation of the $200 a year allowance for archivist expense, and in addition, $500 for the services of a graduate student at the State University of Iowa. Several members have offered to contribute to the latter. We need an active chairman or co-chairman representing academic and commercial fields respectively, and permission to co-opt members as we find interested and productive people.

ADULT EDUCATION COMMITTEE, Kenneth M. McIntyre, University of North Carolina, chairman: Three topics were covered, to wit: contributions to DAVI's lending folios; a handbook by Raymond C. Lewis, Allied Youth, Washington, D. C.; appraisal of the 1957 convention (vis-a-vis the adult education meetings only). Mr. McIntyre explained the importance of contributing materials to the lending folios, stressing that information on instructional guides should be included with materials submitted. To this end the committee considered: developing a flyer advertising the folios to be distributed among training officers' conferences in Washington, D. C., the Adult Reading Association, American Library Association, film libraries, and the National Council of Organizations; encouraging adult education personnel to file tapes with the DAVI tape library; and preparation of a bibliography of film guides, with the suggestion that the National Council of Organizations might be recruited to collect data.

Mr. Lewis' handbook, *Audio-Visual Approach to Meeting Types*, a visualized discussion of adult meeting types, is complete in 250 pages and looking for a publisher.

Appraising their meetings for the first two days, the Committee felt there had been too much emphasis on the military, that the program might be less varied with more depth. Recommendations for 1958 included fewer presentations, with more emphasis on audio-visual.

THE ARMED FORCES COMMITTEE, Perry B. Graybill, Maxwell Air Force Base, chairman: Our committee is unique in that we concentrate our efforts on two main objectives: to foster representative memberships and participation in DAVI; and to exchange information about the audio-visual programs of the various military organizations represented. Working towards the accomplishment of the first objective not only means fuller membership and participation in activities of the Military Committee, but it means locating and offering talent to serve DAVI throughout their programs. Our committee benefits a great deal by its association with DAVI and through its interchange of information. We are building up a brochure of the latter as a permanent source, available to our own membership and the DAVI Executive Committee. Among other developments reported by the Armed Forces this year were short specific film production programs of each of the Services, the Navy's animated plastic transparencies and plastic 2x2 slide mounts, and the Air Force audio-visual programs developed at the Air University and Air Force Academy.

BUILDINGS AND EQUIPMENT COMMITTEE, A. J. Foy Cross, New York University, chairman: Highlights of the meeting included general agreement on content for DAVI Brochure No. 1; presentation of additional research evidence to support essentiality of light control; request by committee for further publications on equipment and on classrooms; overwhelming support of minimum fenestration; challenge to AV people to upgrade their own know-how about the classroom's relationship to learning. The idea was presented and accepted that AV equipment, particularly projectors and play-backs should be provided in greater quantity than that demanded by schedules for classroom use. Greater supply is necessary to promote general use by teachers. Scheduling and relative unavailability at odd hours makes it unlikely that teachers will get well acquainted with these tools. The committee had the best meeting in its several-year's history.

RADIO AND RECORDINGS COMMITTEE, R. H. Hall, Kent State University, Ohio, chairman: Questionnaires were circulated among the committee members soliciting authors for articles on radio and recordings. The committee contemplated making a research study of the effectiveness as well as the need for radio and recorded programs. Whether the study should be undertaken by the Research Committee or our own group was considered. A new question came up concerning tape rates. Should the rate be increased to $1 for 15 minutes of dubbing? This question will be submitted to a poll of the Committee or possibly the DAVI Board of Directors. So far 746 institutions in 48 states and 16 foreign countries have requested over 16,000 programs.

RESEARCH COMMITTEE, Paul R. Wendt, Southern Illinois University, chairman: A resolution was passed that "the Research Committee should be continued independently and should not be merged with the Professional Education Committee." The committee felt that the meetings of the Research and Professional Education committees should not be scheduled at the same time since some people have interest in both; but the attendance of 42 people at the Monday paper session and 21 at the Tuesday paper session indicate that there is enough interest in the specialized areas of research to continue the paper reading sessions. There was renewed request for a major address at next year's convention in Minneapolis

Walt Evans, Navy Photographic Center, has rapt attention of Armed Services Committee

on the subject of research. John Molstad of Indiana University and Albert Goldberg of Wayne State University were appointed to make an exact estimate of the cost of collecting at Indiana all doctoral dissertations in the audio-visual field to establish a repository of all AV research since World War II. The committee feels that the important experiments now going on in educational TV are of crucial importance to our field and should be reported as research, followed by analytical discussion to discover faults that might invalidate the research and to call attention to clues that might provide further experimentation.

School Service Corps Committee, Fred Winston, Junior High School No. 14, Brooklyn, chairman: Our prime concern was committee action in accepting Part I of the brochure on projection squads. The committee felt that DAVI should prepare a guide for school production of teaching aids. The committee would also like to see produced in cooperation with industry, aids to assist the training program of student projectionists—the exact nature of these aids to be discussed at a joint meeting of DAVI and NAVA representatives. The committee wishes to emphasize that there is a need and demand for them.

Teacher Education Committee, W. R. Fulton, University of Oklahoma, chairman: The committee decided to prepare for publication a set of criteria and checklist for self-evaluation of audio-visual program and facilities in teacher education institutions. Committee members will send in suggested revisions for NCATE Standards within the next 30 days. The Committee noted progress in the inclusion of an AV section in NCATE Standards. Likewise progress is indicated by the possibility of utilizing much of the work previously expended on proposed standards for the American Association of Colleges for Teacher Education in the form of a self-evaluation manual.

With the Group Sessions

Local Production, Individual Schools, Albert Doremus, Glen Rock, N. J., chairman: Gist of the session was that local production answers a need in individual buildings, and should be stressed more. This is AV at its best and coordinators should give thought to involving teachers in all stages of planning and producing. Locally prepared materials are in themselves ideal public relations instruments, as exemplified by Thomas Burdick's film on the local post office (East Aurora, N. Y.). It not only gave primary children better understanding of this agency but impressed post office personnel with the work of the school. Attendance, 60-70.

Local Production, Small School Systems, Sarah N. Alexander, Greenwich, Conn., chairman: The session emphasized use of lantern slides for levels from kindergarten to senior-high geometry. One of the most practical and valuable results of a group session is that often a person attending the convention for the first time is stimulated to share his achievements. Quite often the "unknown" is doing much more back home than those of us who are on the program. Well attended session with good visualization.

Local Production, College and University, D. P. Barnard, Stout State College, chairman: Gist of group thinking was that we are getting equipment, facilities, and personnel, but still do not have proper utilization. The local production service must draw out the faculty member who doesn't always know what he needs. Visualizations included overhead projector, 2x2 slides, flannel board, and blackboard. Attendance, 106.

Local Production, State Level, Donald J. Murphy, Amherst School, District 18, Snyder, N. Y., reporter: Teachers seem to feel that much exists in local areas for production, not available commercially. In the Ecorse (Michigan) public schools the production problem is handled by the Camera Club with materials furnished by the school, thus enabling the children themselves to contribute to the curriculum. Some participants thought it was asking a lot from busy teachers to expect them to help with production; others answered that the learning involved in the activity more than compensated for the extra effort. Attendance, 40.

Local Production in Adult Education, Eva Mahoney, Georgetown University, chairman: The theme was carried out by presentations describing materials designed for sound filmstrips, films, exhibits, and graphs. Speakers were representatives from government agencies who presented a well-balanced program demonstrating easily-made materials as well as the more expensive and technical ones. Of particular interest was the exhibit loaned by the General Accounting Office used to recruit government accountants. Color, simplicity of line, and movement are incorporated for an eye-catching effect.

AV Information Services for Professional and Lay Publics, Individual Schools, Mrs. Rita Richardt, Livingston (N. J.) High School, chairman: The audio-visual coordinator is the pivotal person in the AV program; he touches every phase of school life and of education, even to helping PTAs prepare materials. Thus a good way to promote the AV program among supervisors, administrators, parents, and teachers is to plan an AV Coordinator's Day. For occasions like these E. Siegel of State Teachers College, Patterson, N. J., has produced a film, *The Daily Job of An AV Coordinator*, which takes him through the school day from his arrival in the morning until he mails a film at the post office in the evening. Generally, a good thing for AV specialists to remember is that when they are asked to help put on a program they should do it well. Attendance, 45.

AV Information Services for Professional and Lay Publics, Small School Systems, George E. Ingham, Westport, Conn., chairman: We were happy to include on our program Gertha Brown, representative of the California county systems, and Cecil Wilkinson of Canada. Mrs. Brown, who described the work of the county materials director in California as a bridge between state and district, said that she works through the coordinator to move into the schools with preview prints and other materials. She said she had found a filmstrip on how to teach California history to the fourth grade an effective device to sell the budget to school boards, many of whose members are of pioneer families in the state. Mr. Wilkinson, consultant on audio-visual aids in Scarborough, Ontario, told of his activities in a community growing by leaps and bounds. In his view, the pupil is the most important AV public; if you can get pupils to go home and say, "we had a lesson," instead of "we had a show," you've accomplished more than a meeting can. Thus Mr. Wilkinson spends 50 percent of his time working with teachers, getting their good will. He brought with him from Canada catalogs and other materials from which stateside audio-visualists could get ideas. Among them was a six-page newspaper published by the Scarborough board of education and sent to every householder in the city, parent or not.

AV Information Services for Professional and Lay Publics, College and University, R. H. Hall, chairman: Conclusions were that transmitting ideas requires outsiders to be brought inside to facilitate ongoing action and to negate sniping. This can be done through collecting facts, collating and disseminating them. Attendance, 30. A receptive group.

(To be completed in May)

Summer School

ARIZONA

University of Arizona (Tucson) — **June 10-July 13**

Visual and Auditory Aids in Teaching	Del Shelley
Administration and Supervision of Audio and Visual Aids	Del Shelley

Arizona State College (Tempe) — **June 10-July 13**

Audio-Visual Aids in Education	John P. Vergis
Radio and Television in Education	Richard H. Bell
Photography in Public Education	Joel A. Benedict
Audio-Visual Methods	John P. Vergis
Administration of Audio-Visual Aids Programs	Joel A. Benedict
Theory and Research in Audio-Visual Education	Richard H. Bell

July 15-August 17

Audio-Visual Aids in Education	John P. Vergis
Audio-Visual Methods	John P. Vergis

CALIFORNIA

San Diego State College — **June 24-August 2**

Audio-Visual Instruction: Materials and Techniques	John Penery Glen Fulkerson David Pascoe
(Repeated in post-session August 5-23)	
Administering the use of Audio-Visual Materials	James S. Kinder

August 5-23

Creating Audio-Visual Materials for Classroom Use	James S. Kinder

COLORADO

University of Colorado (Boulder) — **June 17-July 19**

Audio-Visual Methods and Techniques	Lee Cochran
Laboratory in Audio-Visual Materials	Lee Cochran
Administration of Audio-Visual Programs	Robert deKieffer

CONNECTICUT

University of Connecticut (Storrs) — **June 24-August 2**

Audio-Visual Materials in Education	Carlton W. H. Erickson
Administration of Audio-Visual Services	Carlton W. H. Erickson

FLORIDA

Florida State University (Tallahassee) — **June 18-August 7**

Audio-Visual Materials	Bill Quinly
Production, Non-Projected Materials	Harold Moreland
Organization and Administration of an Audio-Visual Materials Center	Harold Moreland

June 18-July 24

Audio-Visual Materials	Otis McBride
Production, The Motion Picture	Myles Ritchie

June 20-July 5

Seminar: Educational Television	Harold Wigren (Consultant)

GEORGIA

University of Georgia (Athens) — **June 18-July 26**

Selection and Utilization of Audio-Visual Materials	G. E. Oliver
(Repeated during second session July 29-August 21)	
Administration of the Audio-Visual Program	G. E. Oliver

INDIANA

Indiana State Teachers College (Terre Haute) — **June 17-July 19**

Preparation and Production of Audio-Visual Materials	Russell McDougal
Utilization and Selection of Audio-Visual Materials	V. L. Tatlock

July 22-August 23

Motion Pictures in Education	Russell McDougal

Indiana University (Bloomington) — **May 28-June 12 (Intersession)**

Preparation of Inexpensive Instructional Materials	Staff

June 3-7

Workshop in Audio-Visual Communications	Staff

June 12-August 9 (Summer Session)

Production Techniques	Stevens, Carter, Vuke, Blain, Flaten, Herrick
Survey of Audio-Visual Communications	Fritz
Utilization of Audio-Visual Materials	Moldstad Sherman
Curricular Integration of Audio-Visual Materials	Guss Fritz
Preparation of Inexpensive Instructional Materials	Frye Prigge
Administration of Audio-Visual Materials	Rugg Persell
Production II	Pett, Kemp, Siddons, Fleming
Research in Audio-Visual Materials, Radio, or Television Education	Staff
Master's Thesis in Audio-Visual Materials, Radio, or Television Education	Staff
Administration of a College Center of Audio-Visual Materials	Larson Richardson
Doctor's Thesis in Audio-Visual Materials, Radio, or Television Education	Staff

August 8-24 (Post-Summer Session)

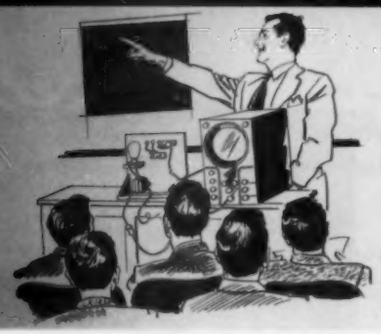
Preparation of Inexpensive Instructional Materials	Staff

KENTUCKY

University of Kentucky (Lexington) — **June 11-August 3**

Visual Teaching	Staff

By mutual agreement this magazine takes over the service rendered DAVI members by EDUCATIONAL SCREEN for so many years. Below are listed summer-school courses and workshops in AV methods and materials. Colleges and universities reporting too late for April will appear in May.



MASSACHUSETTS

Boston University — July 8-August 17

Use of Audio-Visual Aids in Teaching	William Kaylor
Laboratory in Audio-Visual Aids in Education	William Kaylor Gaylen Kelley

MICHIGAN

Michigan State University (East Lansing) — June 26-August 2

Audio-Visual Materials in Education	
Graphic Presentation in Audio-Visual Education	
Photography in Audio-Visual Education	
Audio-Visual Applications in Community, Government, Industry	
Administration of Audio-Visual Programs	
Advanced Study and Research in Audio-Visual Instruction	
Fundamentals of Broadcasting	Crawford
Techniques of Radio Production	Crawford
High School Radio and Television Workshop	Rucker
Research in Broadcasting	Staff

June 26-August 23

Fundamentals of Broadcasting	Smith
Radio and Television Announcing	Smith
Television Directing	Jorgenson
Television Program Development	Jorgenson

August 5-23

Television Workshop	Martin Tomlinson Frischknecht

August 5-16

Workshop in Instructional Materials	

Wayne State University (Detroit) — June 24-August 3

Audio-Visual Methods and Materials (541)	Goldberg McPherson Bowman
Production of Audio-Visual Instructional Materials (641.1)	
Audio-Visual Methods and Materials (641)	McPherson

August 5-17

Production of Audio-Visual Instructional Materials (641.1)	Bowman Gobrecht McPherson
The Museum in Education	Cypher Brown

Western Michigan College (Kalamazoo) — June 24-August 2, August 5-16

Audio-Visual Education	Carl Snow

MINNESOTA

University of Minnesota — June 17-July 20

Audio-Visual Materials in Education	Neville Pearson
AV Materials and Equipment Laboratory	Neville Pearson
TV in the High School Classroom	Arthur Ballet
Problems in Audio-Visual Education	Neville Pearson

July 22-August 24

Audio-Visual Materials in Education	Neville Pearson
Coordinating the AV Program	Neville Pearson
Problems in Audio-Visual Education	Neville Pearson

NEBRASKA

University of Omaha — June 10-July 12

Audio-Visual Materials in Education	Geer

July 15-August 2

Audio-Visual Production Workshop	Geer Moline

NEW YORK CITY

Teachers College, Columbia University — July 8-August 16

Audio-Visual Materials and Methods of Use	Paul Witt
Laboratory Course in Audio-Visual Instruction	
Using Television, Radio, and Recordings in Education	M. R. Brunstetter
Production of Educational Motion Pictures	
Communication and the Communication Arts in the Modern Community	Francis Shoemaker

New York University — July 2-August 9

Mass Communication and Education for Democracy	Siepmann
Effective Organization of an Audio-Visual Program	Cypher

NEW YORK STATE

State Teachers College at Brockport — July 1-August 9

Audio-Visual Materials in Teaching	

University of Buffalo — July 1-August 9

Audio-Visual Methods in Teaching	Friedrich Febel

State Teachers College at Oswego — July 1-August 9

Production of Audio-Visual Materials (graduate and undergraduate)	T. H. Beers

August 21-23

Workshop in Audio-Visual Administration (graduate)	T. H. Beers

Syracuse University — July 1-August 9

Methods and Materials of Audio-Visual Instruction	Donald P. Ely
Selection and Evaluation of Educational Films	Donald P. Ely
Production of Teacher-Made Instructional Materials	Luella Snyder
Photography in Education	Mr. Demarest
Administration and Supervision of Audio-Visual Instruction	Don G. Williams
Motion Picture Production: Advanced Techniques	Elliott Cooley

August 12-23

Educational Television	Eugene Foster
Administration of Audio-Visual Materials in Libraries	Carl Melinat

(see next page)

NORTH CAROLINA

Agricultural and Technical College (Greensboro) — **June 12-July 17, July 18-August 18**

Audio-Visual Programs — Ralph L. Wooden

North Carolina College at Durham — **June 10-August 3**

Survey of Audio-Visual Methods and Materials — Norman Johnson

Photography for Teachers — James E. Parker

June 10-July 17

Audio-Visual Workshop — Parker and Johnson

OHIO

Kent State University — **June 17-July 20**

Organization and Administration of AV Programs (graduate) — R. Hall

Individual Investigation in Education: Problems in Educational Cinemaphotography (graduate) — J. Fosdick

July 22-August 24

AV Materials in Education (graduate) — R. Hall

Photography Seminar: Introduction to Photographic Production (graduate) — J. Fosdick

Radio and Television in Education (graduate) — J. Wiser

AV Materials in Education (undergraduate) — R. Hall

OKLAHOMA

Oklahoma A&M College (Stillwater) — **June 3-August 3**

Audio-Visual Education — L. M. Hohstadt

Administration of the AV Program — J. C. Fitzgerald

University of Oklahoma (Norman) — **June 6-August 5**

Audio-Visual Methods and Materials — W. R. Fulton

The Coordination and Administration of Audio-Visual Activities — W. R. Fulton

June 17-28

Audio-Visual Workshop: Graphic Materials — John J. Long

OREGON

Oregon State College (Corvallis) — **June 17-August 9**

Audio-Visual Aids — E. Milton Grassell

Written and Graphic Teaching Aids — E. Milton Grassell

PENNSYLVANIA

The Pennsylvania State University (University Park) — **June 10-28**

Visual and Other Sensory Aids for Teachers — Weagley

Preparation of Educational Still Pictures (Basic Photography) — Driscoll

July 1-August 10

Visual and Other Sensory Aids for Teachers — Torkelson, Weagley

Scripting and Shooting Educational Motion Pictures — Weagley

Organization and Administration of Visual-Sensory Aids Programs — Staff

Seminar in Curriculum Materials and Their Utilization — Torkelson

August 12-30

Visual and Other Sensory Aids for Teachers — Torkelson

SOUTH DAKOTA

General Beadle State Teachers College (Madison) — **June 10-14**

Workshop in Audio-Visual Education — Neville Pearson

TEXAS

University of Houston — **June 3-July 16**

Introduction to Audio-Visual Education — Miller

Production of Audio-Visual Materials — Miller

University of Houston — **June 17-July 8, July 17-August 8**

Radio and TV in Education — Welch

University of Texas (Austin) — **June 5-July 16**

Use of Audio-Visual Aids in Elementary and Secondary Education — B. F. Holland

Selection and Utilization of Audio-Visual Aids for Elementary and Secondary Education — B. F. Holland

Problems of Audio-Visual Instruction and Supervision — B. F. Holland

July 17-August 27

Use of Audio-Visual Aids in Elementary and Secondary Education — J. S. Vaughan

Audio-Visual Materials for Teachers of Exceptional Children — B. F. Holland

UTAH

University of Utah (Salt Lake City) — **June 17-29**

Preparation of Graphic Teaching Materials — Staff

July 1-August 9

Utilization of Audio-Visual Materials — W. D. Brumbaugh

Administration of Audio-Visual Materials — W. D. Brumbaugh

VIRGINIA

University of Virginia (Charlottesville) — **July 8-August 17**

Audio-Visual Instruction — J. A. Rorer

Virginia State College (Petersburg) — **June 11-29**

Audio-Visual Materials of Instruction — H. A. Johnson

July 2-August 10

Audio-Visual Materials of Instruction — H. A. Johnson

Organization, Administration and Supervision of Audio-Visual Materials — S. A. Madden

WASHINGTON

Central Washington College (Ellensburg) — **June 18-July 17**

Instructional Aids: Classroom Utilization — Alexander H. Howard, Jr.

July 18-August 16

Instructional Aids: Local Production — James W. Brown

Instructional Aids: Administration of the Program — James W. Brown

University of Washington (Seattle) — **June 24-July 24**

Television Writing

Television Programming

Radio in the School

Radio-TV Speech

June 24-August 22

Survey of Radio and Television

Laboratory Work on KUOW

Television Workshop

Problems of Radio and Television

July 25-August 22

Auditory and Visual Aids in Teaching

Elements of Radio Writing

Radio Continuity

Radio Acting and Production

Advanced Radio-TV Speech

State College of Washington (Pullman) — **June 17-August 9**

Audio-Visual Aids in Education — Charles Norford, Herbert Hite

Preparations and Production of Audio-Visual Aids — William Gnaedinger

June 17-July 26

Organization and Administration of Audio-Visual Aids in Education — Charles Norford

SWEDISH PROBLEM

David Wirmark, secretary of the National Union of Secondary School Teachers in Sweden, made good use of a Washington stopover enroute to Mexico in February to study a school problem peculiar to certain sections of his country.

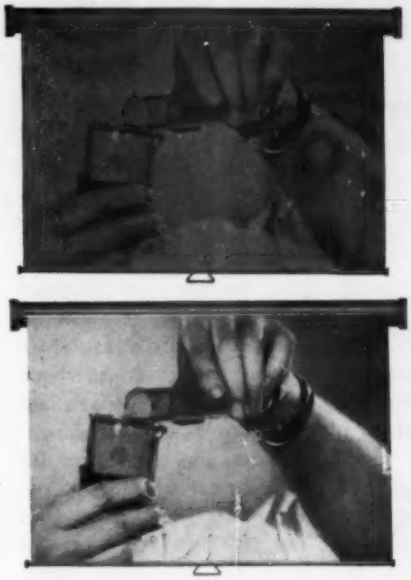
In the sparsely settled regions of northern Sweden junior high schools are non-existent, and pupils are considered still too young at that age to leave home for schooling in more populated centers. Several solutions have been studied, Mr. Wirmark said: centralized schools with bus transportation; a system of boarding schools; traveling teachers (which he personally favors least); broadcasting; TV and radio; and correspondence.

ETV particularly interested Mr. Wirmark who indicated that while yet a new field in his country, it had already encountered opposition, namely in the form of fear that teachers would eventually disappear.

However, Mr. Wirmark thinks there is good possibility for utilizing ETV for language teaching in Sweden where two and three foreign languages (English, French, and German) are taught as early as in the grades.

Interest in audio-visual education in general is increasing in his country, Mr. Wirmark said. The government and local authorities, rather than teachers themselves, have begun to push AV programs. Some district film centers have been established, and the Royal Board of Education has just finished giving its second course for training film center personnel.

the difference between this...



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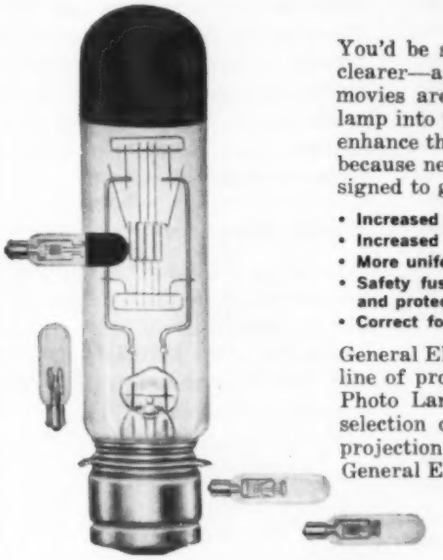

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GENERAL ELECTRIC

WEST VIRGINIA

West Virginia University (Morgantown) June 10-July 19

Audio-Visual Resources for Instruction	Chalmers Ault
Production of Audio-Visual Resources	Chalmers Ault
Practicum: Special Individual and Group Projects in Audio-Visual Education	H. B. Allen

July 22-August 28

Audio-Visual Resources for Instruction	Henry J. Jacob
Organizing Programs of Audio-Visual Instruction	Henry J. Jacob

WISCONSIN

Stout State College (Menomonie) June 24-August 2

Audio-Visual Education (undergraduate and graduate)	David P. Barnard
Problems in Audio-Visual Education (graduate)	David P. Barnard
Production of Audio-Visual Materials (graduate and undergraduate)	David P. Barnard
Elementary Photography (undergraduate)	Lloyd Whydotski

University of Wisconsin (Madison) July 1-August 24

Methods in Audio-Visual Instruction	Maurice T. Iverson
Local Production of Audio-Visual Materials	Maurice T. Iverson
Introduction to Television	Jerry C. McNeely
Writing for Television	Jerry C. McNeely
Classroom Use of Radio and Television	Harold A. Engel

July 1-July 26

Methods in Audio-Visual Instruction	Robert O. Hall

THE QUIET REVOLUTION

a theory of tools—FLOYDE E. BROOKER

INCREASED teacher productivity through the use of more films, filmstrips, and TV is no doubt an important outcome of audio-visual education. But this alone falls far short of the audio-visual potential.

We may gain new theoretical insights into the future of AV by considering the history of the tools that mankind has developed as a part of his civilization. For, television, radio, motion pictures, and filmstrips are tools in the same sense as the reaper, automobile, and automatic lathe.

In their development from individual to mass use, tools undergo three basic stages. In the first, the tool does what mankind has always done. Beyond the application of a new principle there is little change in the process itself. In this stage the context in which the tool performs remains the same as it was before the tool made its appearance, and research is aimed merely at proving that the tool is as good as the traditional mode it seeks to replace. Those who use the tool and apply the new principle must in this first stage teach themselves by the slow process of trial and error; they are the butt of jokes and jeers, and the terms "folly" and "gadgeteer" are common.

The tool in this stage is not demonstrably better, cheaper, or faster. Take as an example the automobile which in its first stage, say from 1890 to 1910, sold at an exorbitant price and moved people from here to there just as the horse had done for centuries—no faster, no cheaper, and no more comfortably.

It travelled on roads built for horses, was repaired by the blacksmith, and fueled by gasoline in gallon cans from the hardware store. In other words, the automobile in this stage still performed under horse and buggy conditions. There was little orderly research as we know it now, but constant efforts were made to prove that the automobile was as good as the horse. Who born 50 years ago does not remember a village race between the horse and "horseless carriage," with the latter like as not the loser? And who does not recall the jokes about the motorist teaching himself to drive who yelled "whoa" at his machine while forgetting to apply the brakes and shut off the motor.

In the second stage of its evolution refinements appear which increase the tool's efficiency, and while the tool still performs in somewhat the same context, innovations crop up as people realize that the tool would do better if certain changes were made. There is still little controlled research but the tide of opinion gradually swings to acceptance as the recalcitrants die off or are won over by new refinements, and as the overall performance steadily improves.

Youth Plays A Part

Learning the use of the tool catches the interest of the younger generation who become immersed in it; gradually knowledge of the old way is lost. The tool becomes demonstrably faster, cheaper, and better. Jokes cease.

As it began its second stage (roughly 1910-40) the automobile was still confined to short distances but in time a few hardy souls attempted continental runs. Prizes were established, and individuals began to dream their dreams and to see visions. Roads were for the most part still suited to the horse—narrow with sharp turns, traversed by creeks, and muddy in rainy weather. Here and there hard-surfaced roads were introduced and the cobblestone streets of the cities gave "the machine" a better chance.

Refinements began to appear in the form of generators and electric lights to replace acetylene gas lights adopted from the carriage. Finally the battery, self starter, and pneumatic tires appeared, and engines were improved. There was still little controlled research, but pragmatic research continued. The automobile was no longer compared with the horse, but different makes were compared and tested against each other.

The younger generation adopted the automobile, began to tinker with it, and grew up knowing how to drive, grind the valves, clean the magneto points and carburetor. Finally the public mind required no further proof that the automobile was faster, easier, and, if not cheaper per se, more practical than the horse.

As prestige mounted, jokes about motor cars disappeared, and in time "horse and buggy days" became a term of derision. The automobile was now ready to pass into its third stage.

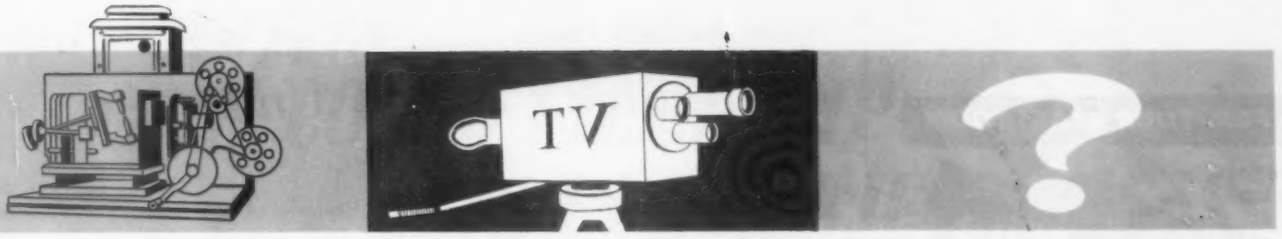
The third stage starts off with an important evolutionary step. The tool begins to achieve things impossible before its advent, and thereby creates new objectives by making feasible what man before had only dreamed of doing. Here the context definitely changes. Man begins to adapt his ways to the tool in order to exploit its advantages to the utmost.

This is clearly shown in the case of the automobile, which in its third stage made it possible for the motorist to travel 200 to 300 miles per day without difficulty. It was no longer necessary for the family provider to live near his work and suburbia developed, creating a whole new mode of living.

The world adjusted and adapted, and life in a measure was controlled by the automobile which began to take its yearly toll of lives. Manufacturers built empires, superhighways were constructed, and a whole new set of laws and licenses sprung into being. Traffic problems became a matter of research. Leaders in the industry acquired prestige, were often revered as national leaders and quoted in the press.

* * *

Bearing in mind that historical development will never be as clearcut as this outline makes it appear, it is



my opinion that the audio-visual tools of which we are the masters are nearing the end of the first stage in their development, and in some instances entering the second. Applying the criteria used above the picture looks something like this:

Films, tapes, TV programs, and other AV aids do what teachers have always done; a new principle has been applied but there is little change in the art of teaching. Just as automobiles were called "horseless carriages," films are referred to as "illustrated textbooks." (Note that we are in this stage still tied to the terminology of the past; it is not until the third stage that we break away altogether.) We work in a context much the same as before audio-visual aids appeared. The basic classroom, built for 30 to 40 pupils with windows for ventilation and light, has changed little in the past 100 years.

For the most part, researchers in the audio-visual field are happy if they can prove their methods as good as the traditional way of teaching, and certainly, protagonists of AV techniques are still teaching themselves to use them. It would be difficult to prove that these tools make teaching less costly, though there is evidence that learning takes place more quickly and with less effort.

This looks pretty much like the first stage, but there are signs that the tide is beginning to turn as refinements in AV equipment make it more reliable. What this means does not need to be spelled out for the teacher who only a few short years ago had her classes disrupted by the film gage jamming, bulbs burning out, and belts coming off.

Films are taking on new form, as exemplified in the iconograph and filmograph. The latter makes possible film making on a small scale at the local level, and is really the beginning of a democratization in film production which may prove comparable to that which took place in printing.

Student projectionist clubs are reported here and there throughout the country, which means a corps of trained youth who will in turn tinker, experiment, and come up with new refinements.

Probably most important is the changing attitude on the part of top school administrators—a change which was clearly manifested recently at two national meetings. When the School Facilities Council met at the AASA convention in Atlantic City last month such state leaders as Leo P. Black, assistant commissioner of education in charge of instruction for Colorado, Velma Linford, superintendent of public instruction for Wyoming, and Thomas B. Bailey, superintendent of public instruction for Florida, agreed explicitly that school buildings of the future must make adequate provisions for audio-visual equipment.

On her return from the convention of the American Association of Colleges of Teacher Education in Chicago last month, Ann Hyer of the national staff reported that leaders in the teacher education field are now giving serious consideration to the importance of audio-visual methods.

These are some of the signs which indicate that audio-visual tools have pretty clearly reached their second stage and are here to stay and multiply. Already scattered demonstrations and experimentation indicate what will happen when they reach the third stage.

Logic—or Visions?

We can anticipate that certain subjects (for instance, foreign languages in the elementary grades) will be taught in large groups with projected materials. This may mean school buildings with several large rooms accommodating 100 to 500 pupils, plus many smaller rooms for groups of 10 to 20. Even more radical innovations may occur to allow for individual use of existing equipment, for there is nothing inherent in motion pictures, television, or radio that limits them to *mass* media.

It is conceivable that instructors may find it necessary to teach the camera as an instrument of self expression as they now do the art of writing.

When AV media are used for reporting as well as illustrating, production facilities will need to increase. One can envisage the revolution in filing alone that will take place when motion picture records of children's muscular development and tape recordings of their speech are used to supplement the paper and pencil records of today.

These are only some of the probable changes in education as we know it in our conventional school systems. But the realm of possibility doesn't end with the classroom. Education itself may change and outgrow its traditional confines. No longer limited to "schoolrooms" and "school years," it may become a continuing functional thing so that the householder plagued with a pre-school child who refuses to eat or the man who wants help with his income tax forms has only to consult his library on "how to do it" films.

If this sounds like the "promised land," so no doubt would superhighways, motels, and drive-in theaters have seemed to our grandfathers. What then, is the meaning that we, the molders of its audio-visual segment, must read into these visions of the educational future—these logical extensions of the theory of tools?

To us they present a challenge.

The third stage of the audio-visual tool will bring with it a quiet revolution which will change the face of education as surely as the automobile changed the American scene. A revolution, whether quiet or bloody, brings with it excesses as well as progress, and its forces often sweep under the very men who loosed them. Our challenge is this: Do we know enough, can we learn fast enough to stay on top and steer the course?

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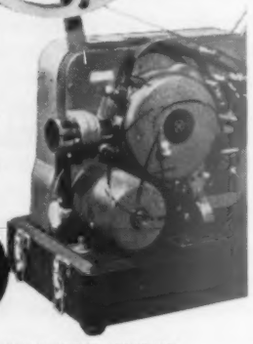
SENSATIONAL NEW Movie-Mite Supreme



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Committee Projects Underway

SINCE much of the work of DAVI is carried on by committees organized in the various problem areas, a report on their progress is sometimes a good indication of how fast the field is moving forward.

The following publications are the results of committee projects underway.

AV Materials for Physical Education, Charles Norford, chairman. Completed March 1957, price $1.50. Order from the American Association for Health, Physicial Education and Recreation.

What Research Says to the Teacher About Audio-Visual Education, Paul Wendt, writer, and chairman of the Research Committee. Tentative date, June 1957. Price, 25 cents, 32 pages.

The Flat Picture Collection: Its Nature and Use (tentative title). A rough draft has been completed by the writing committee, Mildred Ellzey, chairman, Marjorie East, and Catherine M. Williams. This is a subcommittee of the AV Instructional Materials Committee, T. W. Roberts, chairman.

No. 1, Classrooms (third edition), Buildings and Equipment Committee A. J. Foy Cross, chairman; Don Ely, assistant chairman. Rough draft completed.

The Audio-Visual Instruction Squad (tentative title), School Service Corps Committee, Fred Winston, chairman. Rough draft completed.

County and Cooperative AV Instructional Materials Centers, County and Cooperative Programs Committee, Henry McCarty, chairman, Lee Campion, assistant chairman. Research completed, and three of six chapters written.

Directory of Graduate AV Programs, prepared by L. C. Larson for Professional Education Committee, Kenneth Norberg, chairman. Research for revisions underway for second edition.

Following are publications still in the planning stage:

- Preparations and use of overhead transparencies, by a subcommittee of the AV Instructional Materials Committee.

- Revision of the *Evaluative Criteria for Audio-Visual Instructional Materials Services*, Committee on Evaluation of Secondary Schools.
- Survey of viewing conditions for in-school television, by the Television Committee, Emma Fantone, chairman; James Davis, assistant chairman.

ELECTION RESULTS

PRESIDENT: Robert deKieffer
VICE-PRESIDENT: Charles F. Schuller
DELEGATES-AT-LARGE: Walter S. Bell, Mendel Sherman, and Paul W. F. Witt.
CONSTITUTIONAL AMENDMENT: approved.
EXECUTIVE COMMITTEE MEMBERS: Elizabeth Golterman, Robert deKieffer.

The election of several delegates-at-large and members of the Executive Committee to other offices resulted in vacancies on both bodies. The Board of Directors at the March meeting therefore elected J. J. McPherson and Elizabeth Golterman to one year terms as delegates-at-large; Margaret Divizia to a one-year term, and Walter Bell to a two-year term on the Executive Committee.

In accordance with election procedures specified in the revised constitution, Paul Witt, chairman of the Nominating Committee for the 1957-58 election, is calling for nominations from the membership. A form will be mailed to DAVI members no later than May 1, and should be returned to Dr. Witt postmarked no later than May 31. Dr. Witt emphasizes that this is your opportunity to participate in the election.

AV at AACTE

AMONG DAVI members present at the annual convention of the American Association of Colleges for Teacher Education in Chicago, February 14-16, were Philip Lewis, Chicago Teachers College; Mendel Sherman, Indiana University; Paul Wendt, Southern Illinois University; W. C. Meierhenry, University of Nebraska; and Anna Hyer, DAVI headquarters staff.

Dr. Lewis, a member of the AACTE Committee on Television and Education, organized an excellent closed circuit display and discussion as part of the open committee meeting. About 80 college deans and presidents were in the audience.

(Continued on page 128)

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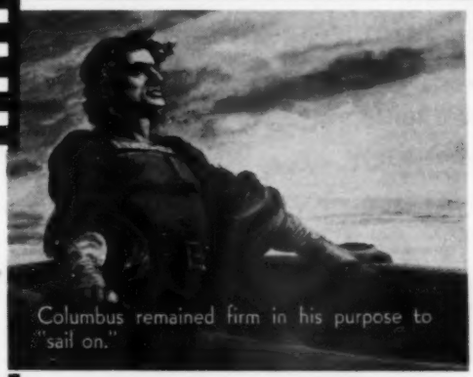

Columbus remained firm in his purpose to "sail on."

The beginnings of our country, from discovery through the establishment of a new nation. Written by J. G. Kerwin, Ph.D., Prof. of Political Science, The University of Chicago.

"Establishing the Republic"

A367-1 A New World and a New Hope (51 frames)
A367-2 The English Settlements (53 frames)
A367-3 Establishing Social Life in a Wilderness (49 frames)
A367-4 Revolution and Independence (45 frames)
A367-5 A New Experiment and a New Nation (48 frames)
A367-6 The Development of the Thirteen Colonies (44 frames)
Each filmstrip, in color, captioned.....$ 6.00
A367SB complete set, 6 filmstrips, boxed.....$33.00

LANGUAGE ARTS

A simplified approach to effective speech . . .

"Using Good English — in the Middle Grades"

Intermediate
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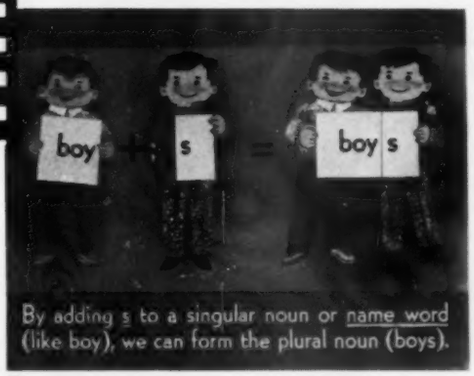

By adding s to a singular noun or name word (like boy), we can form the plural noun (boys).

Basic English concepts graphically illustrated to capture interest and stimulate learning. Written by Harold G. Shane, Ph.D., Professor of Elementary Education, Northwestern University.

A130-1 Building Good Sentences (50 frames)
A130-2 Using Plurals Correctly (39 frames)
A130-3 Possessives, Contractions and Abbreviations (40 frames)
A130-4 Using Capital Letters and Punctuation (43 frames)
A130-5 Letter Writing for a Reason (47 frames)
A130-6 Making Oral and Written Reports (47 frames)
Each filmstrip, in color, captioned.....$ 5.00
A130S complete set, 6 filmstrips, boxed.....$28.50

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To help beginners form good habits . . .

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Primary
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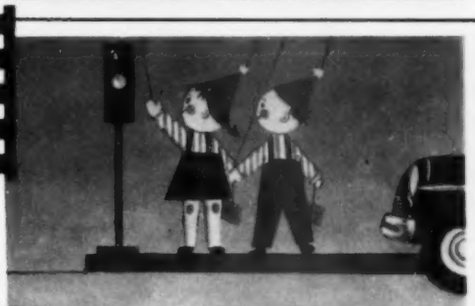

Remember — red and yellow lights mean stay on the sidewalk.

Each strip has been checked by specialists for accuracy and authenticity. Authors are Hester Beth Bland, Ed.D., and Malcolm J. McLelland, M.S., Health Education Consultants, Indiana State Board of Health.

A567-1 Let's Have A Party (43 frames)
A567-2 Let's Visit Our Friends (30 frames)
A567-3 Let's Get Ready for School (30 frames)
A567-4 Let's Stand Tall (35 frames)
A567-5 Let's Visit the Dentist (approx. 35 frames)
A567-6 Safe and Sound At School (38 frames)
A567-7 Safe and Sound Along the Way (37 frames)
A567-8 Safe and Sound At Home (35 frames)
Each filmstrip, in color, captioned.....$ 5.50
A567S complete set, 8 filmstrips, boxed.....$39.50

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I am your film

You bought me for a purpose. But now, after much use, I'm damaged goods . . . I'm dirty . . . I've picked up oil spots . . . I have unsightly scratches . . . I'm beginning to buckle and curl, so that I go in and out of focus. People who see me become irritated, because my defects show up on the screen.

Yet my defects can be so easily corrected. I can be made clean again, free of scratches, always in clear focus.

Now that I am in trouble, won't you please ask Peerless how you can put me back in the pink of condition — so that I can accomplish my purpose.

Help me to be all I can be.

I want to live a long and useful life — and get the results you bought me for.

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FILM PROCESSING CORPORATION
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959 SEWARD STREET, HOLLYWOOD 38, CALIF.

AV and Teacher Education

(Continued from page 126)

Dr. Sherman participated in a session on "World-Mindedness Through Teacher Education," and Dr. Hyer represented DAVI at the meeting of the Coordinating Committee on Collegiate Problems of Teacher Education. The latter is a committee of representatives of special fields having an interest in teacher education, with which DAVI maintains contact through its Teacher Education Committee, chaired by W. R. Fulton.

One almost felt this year that AV had at last been discovered by the teacher education field. As one illustration, here is a quote from a major address, "In Ensuring Quality of Classroom Instruction," by William A. Brownell, dean, school of education, University of California.

"Administrators can assist the faculty by providing facilities and means for making teaching aids more readily accessible. Some staff members may contribute items to a central pool, and other items can be purchased on budget. Sample items are: films, filmstrips, mimeographed bulletins prepared both locally and elsewhere, charts, publishers' brochures, new textbooks, and materials for preparing aids. The curriculum division of the library should be useful in making collections and preparing exhibits. The principle here is by increasing ease of procurement to increase the likelihood of use—the same principle as is involved in encouraging children to read by surrounding them with books."

RESOLUTIONS PASSED

(Continued from page 117)

WHEREAS, Audio-visual education has been widely accepted as an important means for improving instruction; and

WHEREAS, This media of instruction has received little attention in regional evaluative and accreditation techniques because of its recent entry into the educational field; and

WHEREAS, An official committee of DAVI has developed a proposed evaluative criteria for audio-visual instructional materials services which has been distributed to and used by many schools throughout the nation; and

WHEREAS, A committee of the Cooperative Study of Secondary Schools Standards has requested that such evaluative criteria be presented in final form by March 1, 1958;

BE IT RESOLVED: That DAVI go on record as recommending and requesting that the content of *The Evaluative Criteria for Audio-Visual Instructional Materials Services* as published by DAVI be included in the 1960 revision of *Evaluative Criteria* to be published by the Cooperative Study of Secondary School Standards.

• • •

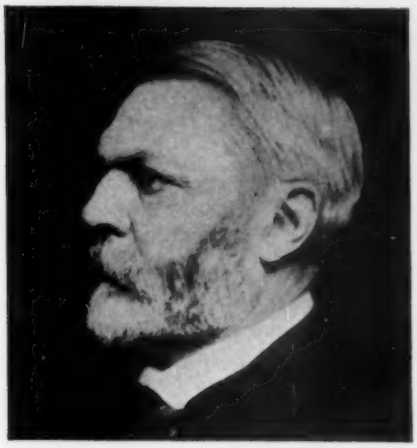
IN LIGHT OF our continued happy association with the exhibitors and the increasing support which they are giving the national convention and the audio-visual field; and

IN LIGHT OF the fact that the present convention has had the most successful exhibit program in DAVI's history; and

IN RECOGNITION OF their individual and collective hospitality during the convention;

BE IT RESOLVED: That we express to them our sincere appreciation for the effective support being given DAVI's national program.

BE IT FURTHER RESOLVED: That a copy of this resolution be sent to each exhibitor.



The man who wouldn't give up

500 MASSED ROCKETS shook the brand-new Brooklyn Bridge, screamed up into the May evening and showered the city with red and gold.

While behind a darkened window, a big, gaunt man sat and watched, too crippled and pain-wracked to attend the opening day festivities for the bridge.

This was a pity, for he had built it.

Which means that when money gave out, Chief Engineer Roebling pleaded for more. When disturbing changes of plan had to be made, Roebling fought them through. And when a hundred panicked men were trapped under the East River in a flooded caisson, Roebling saved them.

Spinning the giant steel spiderweb not only exacted 13 years of Roebling's life, from 1870 to 1883, but very early in the game it crippled him forever with the caisson disease.

But he never gave up, saw the job through to the end. His were the courage, skill and vision that make Americans a nation of great builders—a strong, growing nation. And a nation whose Savings Bonds rank with the world's finest investments.

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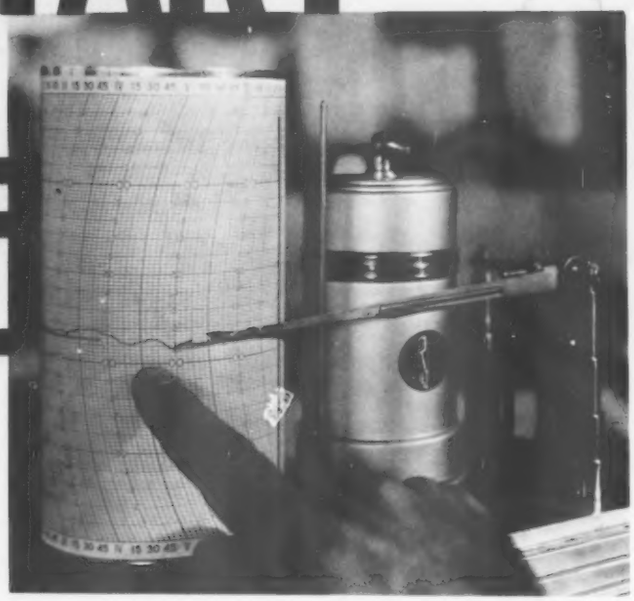

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